

1971

Bulletin of the University of San Diego Coordinate Colleges 1971-1972

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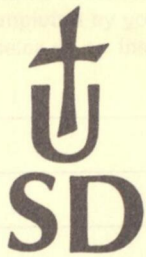
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University of San Diego

1971-1972

UNDERGRADUATE BULLETIN



University of San Diego

Alcala Park, San Diego, California 92110

APPLICATION FOR ADMISSION

APPLICATION FOR: Fall 19____ Spring 19____ Summer 19____ Social Security Number

NOTE: A \$15.00 application fee must accompany this application. Make check or money order payable to University of San Diego.
Not refundable. Applications are not carried over to subsequent semester(s) unless the student so requests for a valid reason.

Legal Name in Full (Print) _____
Last Name First Name Middle Name Maiden Name
Circle One
Mr.
Mrs.
Miss

Address for reply
re Application _____
Street City State Zip Code Phone

Permanent address _____
Street City State Zip Code

Age ____ Date of Birth ____ Place of birth ____
Month Day Year City State or Nation

Citizen of what country ____ Marital status ____ Religion ____

Military Service Yes ____ No ____ Active duty from ____ to ____
Month Year Month Year

A veteran or member of U.S. Armed Services for a minimum of one year in active duty must submit a photostatic copy of DD214 or 295 if credit is desired.

Do you expect to receive veteran's benefits under existing public law? Yes ____ No ____

Name of last high school ____ Date of Graduation ____
(Official high school transcript required of all undergraduates)

City: ____ State: ____

Other high schools attended ____

List in chronological order all colleges attended. Include every institution regardless of length of attendance and even though no work was completed. Request each college to forward an official transcript. All transcripts must be on file before your application will be processed.

Name of Institution	State	Attendance Dates	Degree and Date

Prospective Major for degree (choose from listing on back of application) or state "Undeclared." ____ Minor ____

Have you previously applied to USD for admission? Yes ____ No ____ If yes, when ____

Have you previously attended the University of San Diego? Yes ____ No ____ When? ____

Have you taken the Scholastic Aptitude Test of the College Entrance Examination Board for college entrance? Yes ____ No ____

If not, when do you plan to take it? ____

Have you taken the Educational Testing Service Test of English as a Foreign Language (TOEFL)? (foreign students only) Yes ____ No ____

If not when do you plan to take it? ____

Do you plan to live on campus? Yes ____ No ____

Do you expect to apply for financial aid? Yes ____ No ____ Have you filed a separate application for financial aid? Yes ____ No ____

(Non-U.S. citizens are expected to provide for their own financial support.)

Bulletin of the
University of San Diego
Coordinate Colleges

1971-72

General Information
Degrees and Requirements
Courses of Instruction

Alcalá Park
San Diego, California 92110

July, 1971



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COMMUNICATIONS

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

Director of Admissions — admissions procedures, campus visits, catalogs, other printed information.

Director of Financial Aid — scholarships, financial aid, grants, loans, student employment.

Deans of Students — student affairs, student activities, housing accommodations.

Director of University Relations — contributions and bequests, information about University events, alumni affairs.

Vice-President for Academic Administration — general academic policy and programs.

Business Officer — all business matters.

Registrar — student records and transcripts.

Director of Summer Sessions — summer sessions information.

Athletic Director — intramural and intercollegiate athletics.

Mailing address: University of San Diego
Alcalá Park
San Diego, California 92110

Telephone: Area Code 714: 291-6480

The BULLETIN OF THE COORDINATE COLLEGES is one of several bulletins published each year giving information about the colleges of the University of San Diego. Other bulletins are:

Bulletin of the School of Law

Bulletin of the Summer Sessions

Bulletin of the Graduate Division

ACADEMIC CALENDAR: 1971-1972

FALL SEMESTER

SEPTEMBER 1971

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Tues., August 31

Registration, preceded by orientation for freshmen

Wed., September 1

University Convocation, 8:30 a.m.
 Regular classes begin, 9:30 a.m.
 University Mass of the Holy Spirit,
 12:00 noon

Sat., September 4

Saturday classes begin

Mon., September 6

Labor Day; no classes

Tues., September 14

Last day to enroll in a class

OCTOBER 1971

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Fri., October 15

Last day to withdraw from classes without academic penalty

Wed., October 27

Mid-term grades and deficiency notices due

NOVEMBER 1971

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Mon., November 1

All Saints Day; classes meet

Tues., November 2

Last day to file petitions for graduation

Thurs., November 25-
Sun., November 28

Thanksgiving Holidays

Mon., November 29

Classes reconvene

Tues., December 7,

Wed., December 8

Pre-enrollment for spring semester

Wed., December 8

Feast of the Immaculate Conception; classes meet

Sat., December 11

Last day for Saturday classes

Tues., December 14

Last day for regular classes

Wed., December 15-

Tues., December 21

Final examinations

Wed., December 22

End of fall semester
 Christmas vacation begins

DECEMBER 1971

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

ACADEMIC CALENDAR: 1971-1972

INTERSESSION (optional)

JANUARY 1972

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Mon., January 3
Wed., January 5
Sat., January 22

Registration, 8:30 a.m.
Last day to enroll in Intercession classes
Final examination; last day of
Intercession

SPRING SEMESTER

FEBRUARY 1972

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

Wed., January 26
Thurs., January 27
Sat., January 29

Registration
Regular classes begin
Saturday classes begin

MARCH 1972

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Wed., February 9

Last day to enroll in a class

Fri., March 10

Last day to withdraw from classes
without academic penalty

Wed., March 22

Mid-term grades and deficiency
notices due

Thurs., March 30-
Sun., April 9

Easter holidays

APRIL 1972

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Mon., April 10

Classes reconvene

Tues., May 2,
Wed., May 3,
Thurs., May 4
Thurs., May 11
Fri., May 19

Pre-enrollment for 1972 fall semester

Ascension Thursday, classes meet
Honors Convocation
Last day for regular classes
Last day for Saturday classes
Final examinations

MAY 1972

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sat., May 20
Mon., May 22-
Sat., May 27
Sun., May 28

Commencement, 3:00 p.m.

MEMBERSHIPS

The University of San Diego Coordinate Colleges hold membership in the

WESTERN COLLEGE ASSOCIATION

AMERICAN ALUMNI COUNCIL

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF
SCIENCE

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER
EDUCATION

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
AND ADMISSIONS OFFICERS

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

AMERICAN CATHOLIC PHILOSOPHICAL ASSOCIATION

AMERICAN CHEMICAL SOCIETY

AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION

AMERICAN COUNCIL ON EDUCATION

AMERICAN FORENSIC ASSOCIATION

AMERICAN INSTITUTE OF PHYSICS

AMERICAN LIBRARY ASSOCIATION

ASSOCIATION OF AMERICAN COLLEGES

ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES
AND UNIVERSITIES

CALIFORNIA ASSOCIATION OF CHEMISTRY TEACHERS

CALIFORNIA COUNCIL ON THE EDUCATION OF TEACHERS

COLLEGE ENTRANCE EXAMINATION BOARD

COLLEGE SCHOLARSHIP SERVICE

KAPPA GAMMA PI

NATIONAL ASSOCIATION OF SUMMER SESSIONS

NATIONAL CATHOLIC EDUCATION ASSOCIATION

NATIONAL COMMISSION ON ACCREDITING

PACIFIC COAST ASSOCIATION OF COLLEGIATE
REGISTRARS AND ADMISSIONS OFFICERS

PACIFIC SOUTHWEST FORENSIC ASSOCIATION

UNITED STATES CATHOLIC HISTORICAL SOCIETY

WESTERN COLLEGE PLACEMENT ASSOCIATION



OFFICIAL RECOGNITION

The Coordinate Colleges of the University of San Diego are incorporated under the laws of the State of California and are invested with full power to confer degrees. They are accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, and are approved for veterans.

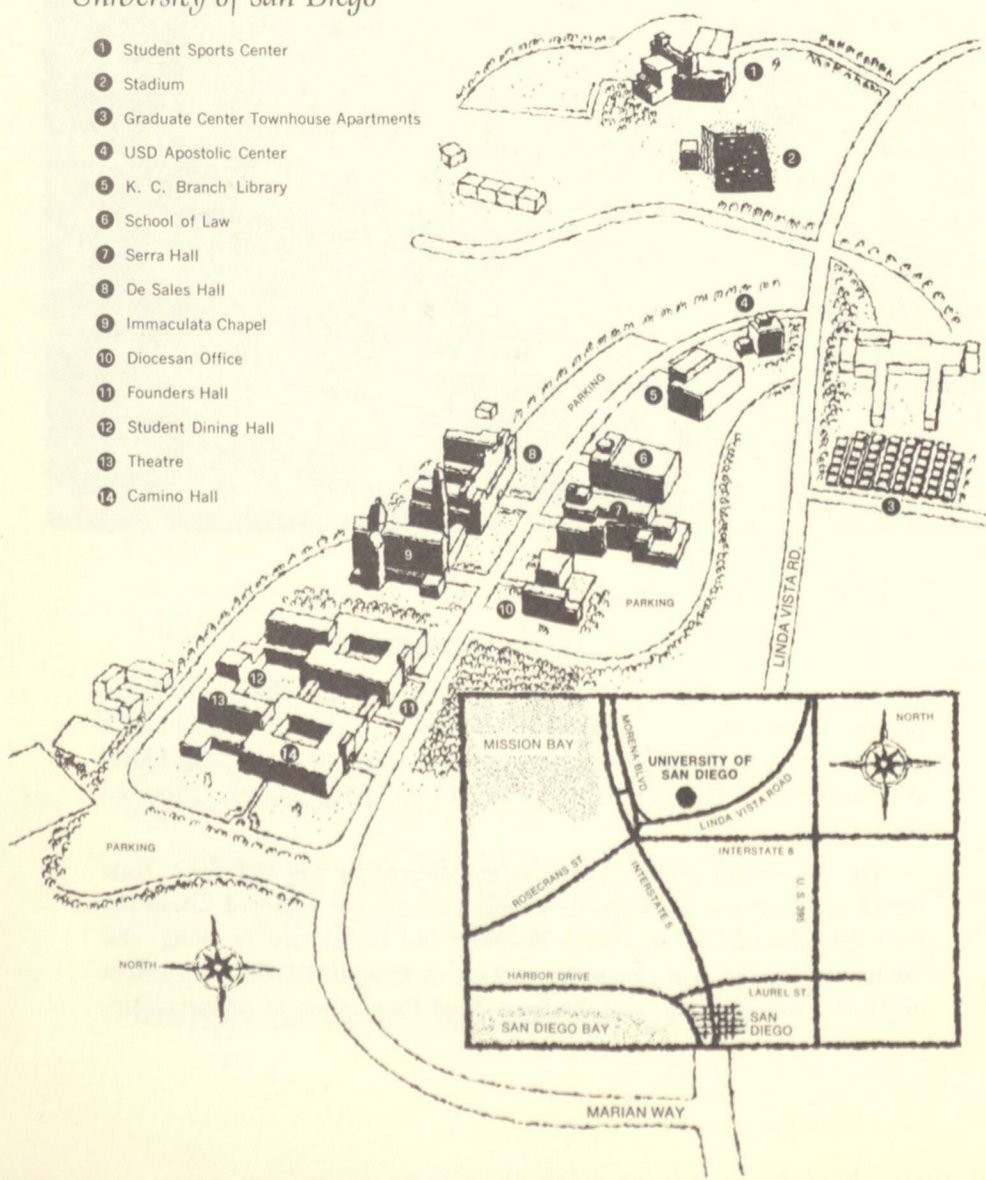
The University of San Diego is empowered by the California State Board of Education to recommend candidates for the Standard Credential with Specialization in Secondary Teaching and Elementary Teaching, and candidates for the Specialized Preparation in Exceptional Children (Area of Mental Retardation), and the Specialized Preparation in Librarianship.

ACCESSIBILITY

The University of San Diego may be reached by many bus lines. Route 4, which passes Alcalá Park, runs from East Clairemont and Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Pacific Beach, Ocean Beach, Point Loma, Loma Portal, Mission Village, Serra Mesa, Cabrillo Heights, Clairemont, Mission Hills, Hillcrest, University Heights, Normal Heights, Kensington, Talmadge Park, Allied Gardens, La Mesa, Lemon Grove, Spring Valley, Grossmont, Fletcher Hills, El Cajon, Paradise Hills, Palm City, Imperial Beach.

University of San Diego

- 1 Student Sports Center
- 2 Stadium
- 3 Graduate Center Townhouse Apartments
- 4 USD Apostolic Center
- 5 K. C. Branch Library
- 6 School of Law
- 7 Serra Hall
- 8 De Sales Hall
- 9 Immaculata Chapel
- 10 Diocesan Office
- 11 Founders Hall
- 12 Student Dining Hall
- 13 Theatre
- 14 Camino Hall





THE UNIVERSITY — Its Past and Its Present

A dynamic experiment in education, the University of San Diego Coordinate Colleges have achieved a vital and effective educational unification.

The independent University which bears the city's name was chartered in 1949. Today the University of San Diego consists of a School of Law and two coordinate undergraduate and graduate institutions, all located on the Alcalá Park campus. On the campus also is St. Francis Seminary for undergraduate men aspiring to the priesthood; its students take their academic work in the coordinate educational programs of the two undergraduate colleges.

The years since the University's founding have evidenced a steady development. The San Diego College for Women, the first unit of

the University at Alcalá Park, began classes in February, 1952. It was erected, financed, and equipped by the Society of the Sacred Heart, its sixth college in the United States. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800; it was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

The second unit of the University, the College for Men, sponsored by the Diocese of San Diego, was opened in 1954, one of the twelve diocesan institutions of higher education in the United States. Its founder, the Most Reverend Charles F. Buddy, first Bishop of San Diego, envisioned its increasingly influential position in education both for the diocese and for the San Diego community.

The first professional school on the Alcalá Park campus, the school of Law, was inaugurated in 1954. It offers a three-year full-time day program and a four-year part-time evening program, both leading to the *Juris Doctor* degree.

Change and innovation have marked the educational development of the University of San Diego in recent years. The cooperative curricular program inaugurated in 1967 between the College for Men and the College for Women now includes all academic departments, with completely unified or joint curricula in American studies, biology, chemistry, education, English, French, history, mathematics, Mexican studies, philosophy, political science, psychology, religious studies, sociology, speech arts, and Spanish. Areas such as art, music, economics, business administration, theatre arts, physics—formerly offered only in the College for Women or the College for Men—are now coeducational, open to students of both colleges. Thus, a richer intellectual climate enhances the educational opportunities of the University of San Diego.

The trend towards unification of curriculum has fostered coordination in other areas. Students of the Coordinate Colleges have always participated jointly in extra-curricular and social activities. By majority vote of both student bodies in the spring of 1969, the two student government groups were merged into a single organization, the Associated Students of the University of San Diego. The University provides unified dining facilities for men and women resident students, Student Center, and a central bookstore. The total unification has brought to USD a more natural social environment.

The young men and women who share the life of the University of San Diego and contribute to its growth are a diverse group. They have chosen USD for various reasons; most of them would like to acquire the power to think clearly and independently, to form sound and discrim-

inating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic liberal arts college, and many of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

Small classes, a friendly campus atmosphere, close rapport between faculty and students — such are the elements creating the educational environment of the University of San Diego.

AIMS

The primary purpose of the University of San Diego is to educate students in their pursuit of knowledge and understanding. A community of scholars, we are dedicated to the ideals of Catholic wisdom combined with those of a liberal education, one which aims to free each of us from prejudice, ignorance, and the arrogance of easy assumptions. It is our belief that learning such as this is essential in the vital project that absorbs all of us — that of achieving true and humane life.

The University welcomes students of all creeds, races, and cultural backgrounds, convinced that the direct influence of differing people upon each other is essential to individual growth: spiritual, intellectual, moral, and psychological. On the broad base of a liberating education in the arts and sciences, then, we seek to make available to all students an articulate and critical understanding of the world and their place in it. This means that each will pursue studies in the areas of learning common to all human activity, and that each will experience the freedom to explore, to test, to revise, to undo, and to create. And, as the student matures, it is assumed that he or she will be prepared to elect with confidence specialized advanced study or one of the many careers open to people whose sense of competency and desire to participate in life have been confirmed.

We strive to provide a climate in which each member of the University community may enjoy maximum growth. We seek intellectually alert men and women who realize that individual rights carry with them corresponding responsibilities and that openness to ideas and to change require a courageous stand for principles. We believe that the undergraduate years of each student can constitute the awakening of a life-long awareness of opportunities for accomplishment and service.



CAMPUS LIFE

The University of San Diego campus is a 200-acre tableland at the western end of Kearny Mesa, high on a hill commanding inspiring views of the Pacific Ocean, Mission Bay, San Diego harbor, and the surrounding mountains. The campus, named Alcalá Park after the Spanish university city of Alcalá, scene of the labors of St. Didacus (San Diego), is superbly located in an urban area, ideally close to the business, cultural, residential, and recreational areas of California's birthplace and third largest city.

Alcalá Park's ten buildings include the Immaculata Church; the School of Law; Knights of Columbus and Camino Branch Libraries; four administrative and classroom buildings (Serra, De Sales, Camino, Founders) which also include the University dining hall, the Camino Theatre, and residence areas; graduate student residence apartments; and the University recreation center, comprising an olympic-size swimming pool, gymnasium, stadium, and tennis courts.

Here, in sunny Southern California, the student finds a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish missions, the theatre, swimming

(in the large university pool and in the bay and ocean), boating, surfing, tennis, golf, and many others. Close proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

Academic Facilities

Academic facilities of the Coordinate Colleges include modern and comfortable classrooms, fully-equipped science laboratories, and a language laboratory. The libraries are the center of academic life.

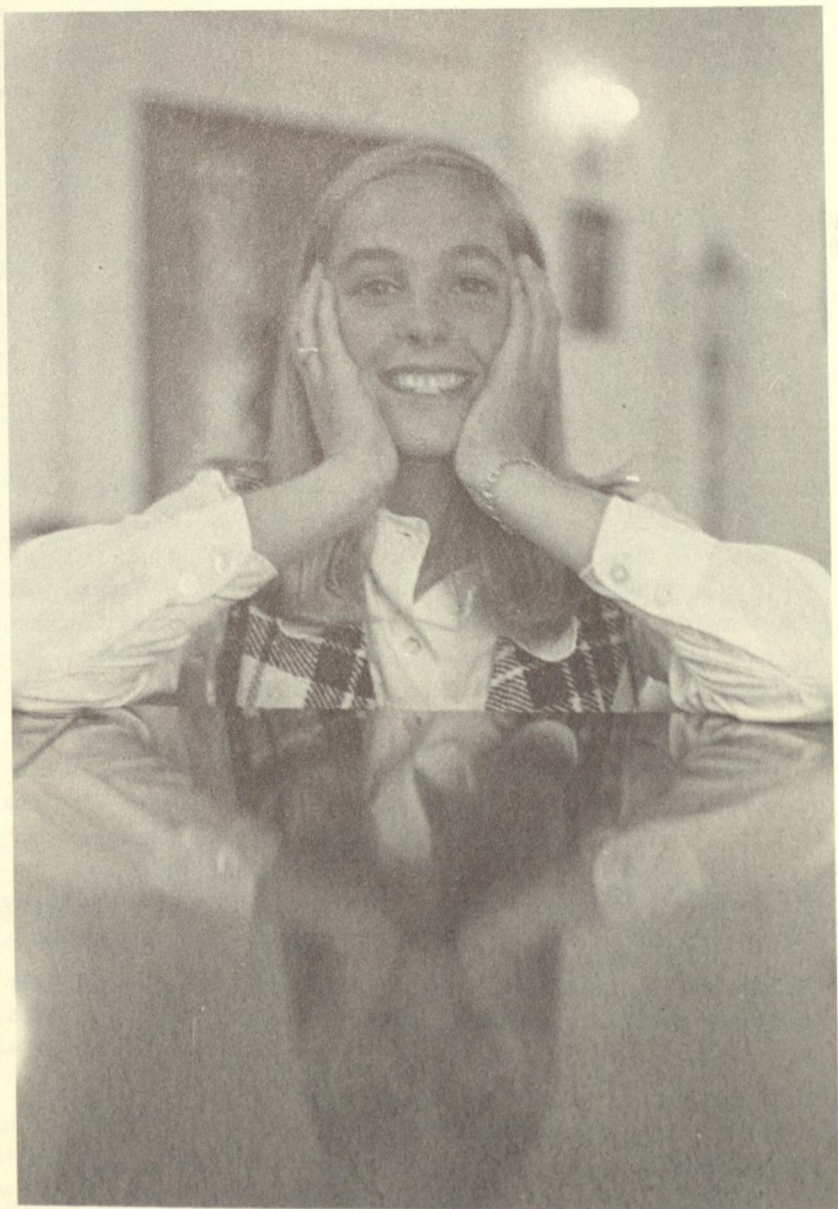
The Knights of Columbus Branch Library boasts a collection of about seventy thousand books and bound periodicals, and receives more than six hundred current periodicals and fifteen newspapers. A constantly growing file of microfilms and two microfilm readers are provided for student use. The Donohue Room, donated with its seventeenth century furnishings by Sir Daniel and Countess Bernardine Donohue, contains a collection of rare tenth-century ikons presented by the late Admiral William Standley. The Military Order of World Wars, La Jolla Chapter, has established a depository for its historical papers in the library. Periodically, art exhibits are held there.

The Camino Branch Library, a three-floor wing of Camino Hall, houses a collection of books and bound serials totaling about seventy thousand, including the St. Thomas More collection given by Dr. Julia Metcalf. The library has recently received two valuable language collections: early works in Spanish literature, including incunabula, and a private library rich in French literature. The record collection of the library contains over 6,000 recordings and albums, largely music and literature.

Both branches use the open-stack system, thereby increasing the accessibility of their resources to faculty and students.

Student Residence

Residence facilities are provided on campus for both men and women resident students. Freshman, sophomore and junior women who are not residing at home or with relatives live on campus. Senior women have self-regulating hours and have the option to live off campus. Ordinarily undergraduate men who are freshmen or sophomores under twenty-one years of age are required to live on campus, unless they reside in the home of their parents.



Residence facilities for women include single and double rooms, and rooms for three or four girls, with separate closets for each occupant. Residence areas are on the upper floor of the academic buildings, easily accessible to the dining hall, the lounges, and the classroom areas. All rooms overlook one of the seven semi-tropical patios around which the

complex is built. An ample parking lot is near the residence quarters, for the use of those who wish to have a car on campus.

Men are housed in De Sales Hall, a five story multi-purpose building. Each room contains its own bathroom and provides sleeping and study facilities for two or three. The living quarters, while under direct university supervision through Student Residence Assistants, are designed to permit and encourage the greatest possible degree of student self government.

The Women's House Council and the Men's Resident Student Association concern themselves with all matters which affect students living on campus.

Cultural Activities

The University recognizes that an important element of the collegiate experience is an acquaintance with qualified and articulate spokesmen of our time, whether the viewpoints presented are readily shared or annoyingly abrasive. Accordingly, throughout the academic year and during the summer sessions, the Coordinate Colleges invite to the campus well-known scholars, travelers, and significant figures in public life, to complement classroom study, and, in general, broaden the experience of the student. Undergraduate students also have numerous opportunities to hear outstanding speakers brought to the campus by the School of Law.

Further, in order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional faculty artists, and brings to the campus professionally executed programs in drama, dance, and music.

Religious Life

The University has a full-time chaplain. Other qualified and interested counsellors and spiritual directors are available to the students. There are a variety of liturgical gatherings where students pray and talk together.

B.O.S.S. weekends are special community events off-campus which no one has yet described, but many have enjoyed.

Student Conduct

It is assumed that the entry of students into the University of San Diego constitutes their acceptance of the University Code of Student Rights and Responsibilities and the regulations published by the University in accord with the Code. The Code may be found in the student handbook.

STUDENT ORGANIZATIONS AND ACTIVITIES

All students belong to the ASSOCIATED STUDENTS OF THE UNIVERSITY OF SAN DIEGO, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Students and members of its governing council are elected or appointed from among the students of the Coordinated Colleges; under their leadership, the students plan and manage student affairs and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on academic and disciplinary affairs.

The purpose of the ACCOUNTING SOCIETY is to encourage and promote the study of accountancy in its highest standards. It serves as a medium between students, instructors, and other professional accounting organizations. Members take part in field trips, professional lectures by outsiders, and are encouraged to become members of the American Accounting Association, National Association of Accountants, and also to continue the study of accountancy in graduate schools until their goal is obtained.

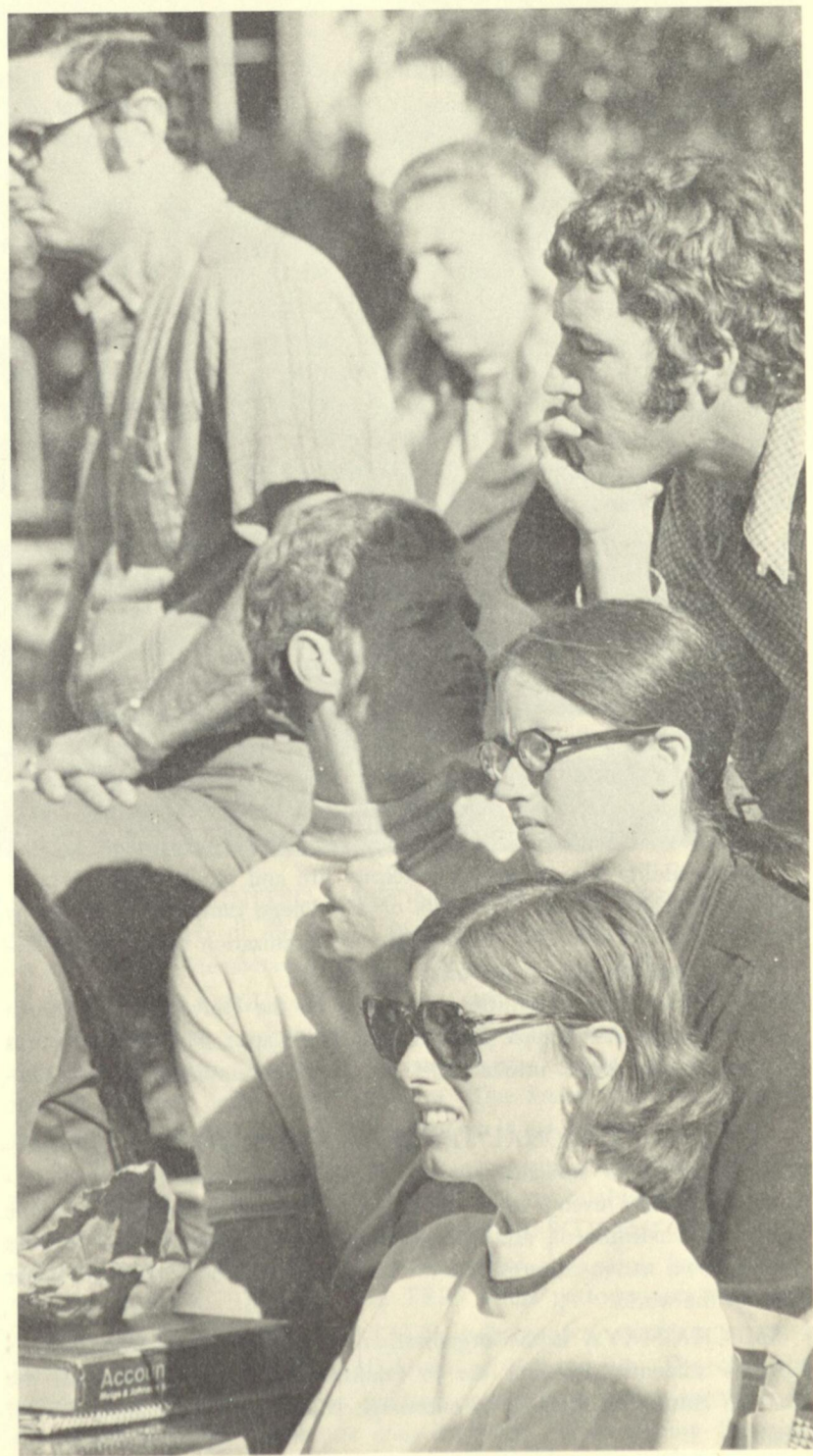
The ALCALA PARK PLAYERS offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

The BLACK STUDENTS UNION represents to the larger USD community the interests, attitudes and culture of the black students on campus, at the same time providing the students with an opportunity to share in social and cultural events.

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual growth of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world.

The FILM FORUM, sponsored by the Associated Students, has a two-fold purpose: it fosters discussion of contemporary issues and problems as explored in significant films; and it encourages the evaluation of movies as an art form.

The GAVEL CLUB is a forensic society organized to foster activity in public speaking, oral interpretation, and debate. Members participate in local, state, and national tournaments.



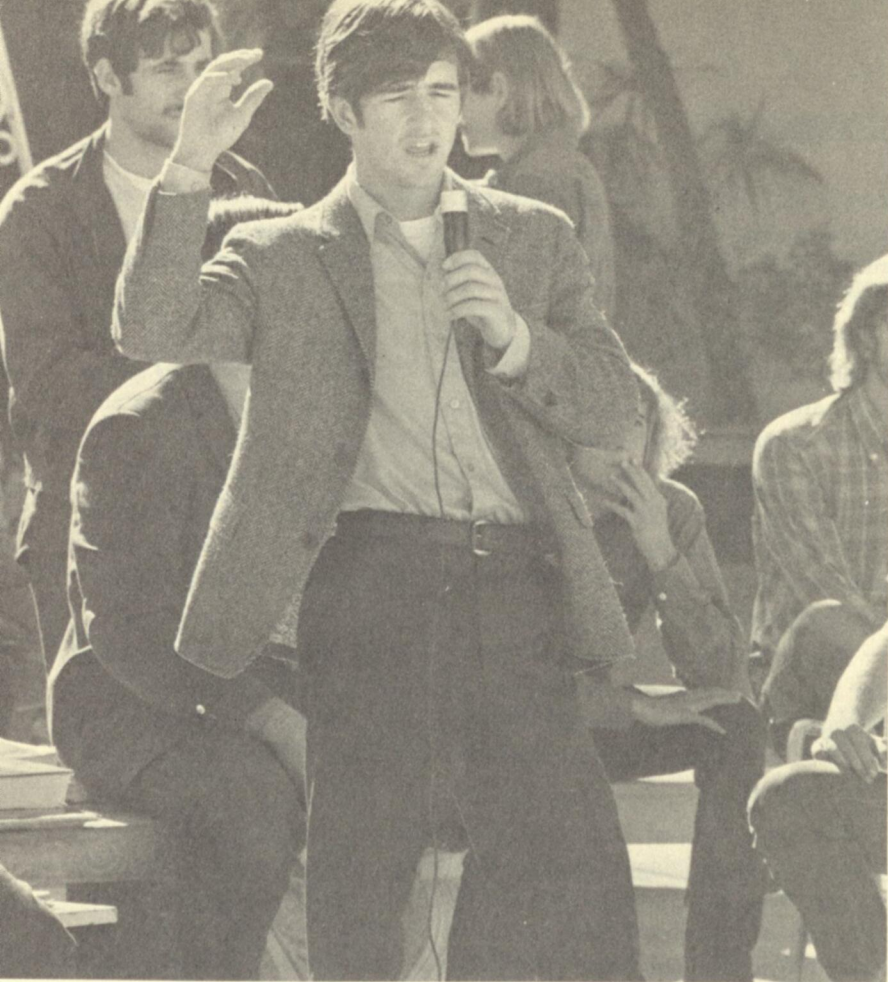
HONORS GROUPS: The University of San Diego is affiliated with several national honor associations: KAPPA GAMMA PI, the National Scholastic and Activity Honor Society for Catholic College Women, in which students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership; PI DELTA PHI, the National French Honor Society, in which French majors or minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership; SIGMA DELTA PI, the National Spanish Honor Society, in which Spanish majors and minors who maintain a high scholastic standing and serve actively in the Spanish Club are eligible for membership; DELTA EPSILON SIGMA, the National Scholastic Honor Society for undergraduates, graduates, and alumnae, the purpose of which is to recognize academic accomplishments, foster scholarly activities, and provide an intellectual meeting ground for its members. Other Honors groups are: OMICRON DELTA EPSILON, open to economics majors who have demonstrated their excellence in the study of economics; membership makes available participation in extra-curricular programs, lectures, discussions, and meetings furthering the study of economics; and SIGMA PSI, a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics; to aid student efforts in science and mathematics by accumulating sources of information on recent developments in these fields; and to foster individual and joint mathematics and science research projects.

Responsibility for governing fraternity life and mediating interfraternity relationships on the University of San Diego campus is assumed by the INTERFRATERNITY COUNCIL, an organization composed of students representing each of the social fraternities.

The three social fraternities recognized by the University are: Alpha Delta Gamma, Tau Kappa Epsilon, and Phi Kappa Theta. Each aims to promote the social, intellectual, and moral development of its membership.

The INTERNATIONAL STUDENTS ASSOCIATION is an organization open to all students, especially foreign students; it plans recreational and social events in order to welcome foreign students into the University environment, and to encourage them to preserve the beauties of their own native cultures and to share them with students from other parts of the world.

MECHA-MAYA is the organization on campus representing USD's Chicano students. Its aims are to familiarize the community with the Chicano culture as well as to encourage students to share their mutual heritage.



The **MODEL UNITED NATIONS CLUB** gives students an insight into the machinery of the United Nations, its problems, its agencies and its operations. Members attend a yearly **MUN** convention.

MODERN LANGUAGE CLUBS on campus promote a lively interest in the literature and culture of foreign nations by means of conversation, discussion, moving pictures, reading and staging of plays, luncheon meetings at language table in the cafeteria. The French Club was the first language club in operation; the Spanish Club is the second.

MUSIC: Several musical groups are organized on campus. The **ALCALÁ CHORALE** prepares several musical, or combined musical and dramatic performances each year. The **UNIVERSITY ORCHESTRA** includes first and second violins, violas, cellos, bass viol, tympani, and wind instruments. The **ALCALÁ TRIO** offers performances each year.

The **POLITICAL SCIENCE CLUB** is designed to stimulate an active interest in political affairs at all levels of government. The club frequently brings to the campus political speakers; it invites members of the Consular Corps for lecture and discussion. A continuing film pro-

gram is also offered. The club provides analyses of campaigns and electoral decisions. Club members often attain positions in organizations of federal, state and local office holders and seekers. Membership is open to anyone who is interested.

The **PSYCHOLOGY CLUB** promotes the interest and creative development of students studying psychology or related life sciences. Programs are designed to augment and enhance the regular curriculum and include lectures, colloquia, and panel discussions.

PUBLICATIONS: Student publications are the annual, *ALCALA*, and the newspaper, *VISTA*, the literary journals, *PEQUOD* and *UNUM*; *LA GIROUETTE*, French Club quarterly, *HOJAS SUELLAS*, Spanish Club quarterly; the *SCIENCE NEWSLETTER*; and the student published weekly newsletter, *S.P.E.E.D.*

The **SAILING CLUB** takes advantage of an ideal climate and location for its activities. This club is organized for both recreational and collegiate competition. The **SURFING CLUB** provides opportunities for recreation and intercollegiate competition in surfing. Membership is open to all students.

The department of Natural Sciences sponsors a **SCIENCE CLUB** for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institution of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The **SOCIETY FOR THE ADVANCEMENT OF MANAGEMENT**, student chapter, promotes field trips for students in Business Administration, and arranges for visiting speakers to lecture on campus regarding the problems and techniques of management in the business world today.

The University of San Diego **STUDENT EDUCATION ASSOCIATION**, affiliated with the California Teachers Association and the National Education Association, is designed to encourage continued interest in the teaching profession by students in all major academic fields. Opportunity is afforded members to participate in professional, social, and service activities related to the broad field of education. The primary purpose of the *USDSEA* is the development of the career teacher.

The **YOUNG DEMOCRATS** and **YOUNG REPUBLICANS** are organized on campus to foster creative interest in American political life, and to develop in students a sense of responsibility for the welfare of the nation.

ATHLETICS

The University offers a program of intramural sports and maintains a schedule of intercollegiate games in basketball, baseball, tennis, golf, sailing, and surfing. Club football was inaugurated by the Associated Students in the fall of 1969 and is a student-sponsored activity.

The College for Men holds membership in the following:

- American Association of College Baseball Coaches
- National Association of Basketball Coaches
- National Collegiate Athletic Association
- NCAA Golf Coaches Association
- Southern California Athletic Conference

AUXILIARY ORGANIZATIONS

There are several auxiliary organizations which render highly appreciated and most valuable aid — spiritually, socially, and financially — to the University of San Diego:

The Children of Mary — a unit of the world-wide Children of Mary Congregation associated with schools and colleges of the Sacred Heart;

The University of San Diego Auxiliary — a group of San Diego women interested in the University;

The Alumni Association — which promotes the interests of students and graduates of the College for Men;

The Alumnae of the Sacred Heart — with membership drawn from former students and graduates of the College for Women and other Sacred Heart colleges and schools all over the world; the local Alumnae group is a unit of the national Associated Alumnae of the Sacred Heart (AASH).

UNIVERSITY BOOKSTORE

For the convenience of students, the University operates a bookstore on the campus. Textbooks, stationery, laboratory supplies, and notions are available there on a cash basis.

STUDENT SERVICES

Student Health Service

The primary aim of the Health Services is to maintain conditions of sound mental and physical health. A nurse is available on week days. Physicians are on call throughout the year to care for student health. Two well-equipped hospitals, located nearby, offer facilities for surgery and for the care of those seriously ill.

A medical examination and a certificate of health are required of each entering student.

Educational Development Center

The Educational Development Center includes the Student Counseling Office, Test Office, Educational Opportunity Office, Foreign Student Office, and the Reading Efficiency and Learning Laboratory. The purpose of the Center is to enrich the student's academic experience and to increase his or her efficiency in dealing with the normal demands of an academic community. The following counseling, educational, and supportive services are provided to meet student needs:

Counseling Services

The Center provides professional counselors to offer help to students who seek increased self-understanding and insight into academic, vocational, and personal problems.

Particular assistance is available to students undecided as to major or contemplating a change in major.

In matters concerning career choice, counselors assist students in accurately assessing their abilities, delineating the nature of their interests, and discovering how these interact with personal styles and values. The Center also maintains a library of occupational information which students are welcome to use.

If the Center is unable to provide the full assistance that a student needs, referrals are made to appropriate campus or community resources.

Educational Services

The Reading Efficiency Laboratory is designed to increase speed of reading and degree of comprehension so that students may profit maximally from their reading activity. Most students double or triple their reading rate and increase their comprehension after completing this program.

The Learning Laboratory is equipped to permit students to study subject areas which they wish to explore for review or for increased knowledge. The laboratory is entirely self-instructional so that students may elect the subject matter and progress through the program at their own speed.

The Efficient Study Program is designed to instruct students in effective ways to meet the academic demands of college in order that they may make the most effective use of time.

The English as a Second Language Program makes extensive use of the facilities of the Educational Development Center.

Supportive Services

Educational Opportunity Program (EOP)

The Educational Opportunity Program is designed to assist minority and low income students to achieve at the University level. To help insure academic success, peer and professional counseling and academic advising are provided. A tutorial program for academic assistance in needed subject areas is available.

Foreign Student Advisor

The Foreign Student Advisor has the general responsibility for the welfare of all students attending the University on visas. Services provided include academic counseling, immigration matters such as issuing visa renewals and work permits, and moderating the activities of the International Students Association.

Placement

Through the department of education for credential candidates, the various departmental offices, the Placement Service and the Deans of Students' offices, the University endeavors to assist graduates in their efforts to gain admission to graduate or professional schools, or to find suitable employment in the fields of business or education.



ADMISSION

Admission is based upon evidence of the applicant's fitness to profit by college work at the University of San Diego. Applications for admission to the fall or spring semesters, or to the summer sessions, should be made as early as possible.

ADMISSION TO FRESHMAN STANDING

- 1) Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered.
- 2) Scores on the Scholastic Aptitude Test of the College Entrance Examination Board. Students should plan to take this test in November, December, or January preceding the desired date of entrance. (In California, an October administration is also available.)
- 3) Academic recommendation from high school faculty.
- 4) A personal interview is strongly recommended.

Admissions Procedure

Application for admission is made through the Office of Admissions. Forms should be completed and filed together with transcript of credits as early as possible.

The procedure for application is as follows:

1. A candidate should procure the Application for Admission form from the Office of Admissions and return the completed form with the fee of \$15.00 and an autobiographical essay.
2. A candidate should ask the Registrar of the high school (and college, if any) to send the official transcript of credits to the University at the end of the sixth or seventh semester of high school. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the Scholastic Aptitude Test of the College Entrance Examination Board should be forwarded to the University at the request of the student. Please note the recommended test dates above.
4. The applicant should arrange to have sent directly to the University the recommendations as indicated on the Application for Admission form.
5. Arrangements for a personal interview should be made through the Office of Admissions.

6. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application.
7. The University observes the announced Candidate's Reply Date set by the College Entrance Examination Board (May 1 preceding the fall semester in which the applicant wishes to enter.) This means that candidates who have been informed of their acceptance in the University are not asked to make any non-refundable deposit prior to that date.
8. Resident students should send a room reservation of \$100.00 when accepted. Commuting students should send their \$50.00 tuition deposit when accepted. These non-refundable deposits are credited to the student's account.
9. The student will then receive information concerning University regulations, and a health form to be filled out by a physician and returned before entrance.
10. During the summer, the Office of Academic Administration will mail to all new students data on pre-registration for fall semester classes. After receiving this information, incoming students are encouraged to write, telephone, or visit, if they wish to have questions clarified.

Early Decision

Candidates with outstanding high school achievement are encouraged to make application during October of their senior year. Applicants whose files are completed by November 15th (including SAT scores) will be notified of their admissibility on or about December 1st. Admission under this category is conditional and the student must demonstrate continued academic achievement during the senior year of high school.

Advanced Completion of College Courses

Candidates presenting a transcript showing work from a collegiate grade institution completed while still in high school may receive appropriate college credit, provided such credits are not needed to satisfy minimum high school graduation requirements. This credit does not normally exceed 12 units.

Veterans Certificate of Eligibility

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veterans authority in order that the University can certify to the Veterans Administration that he has entered into training. For further information, contact your local Veterans Administration Office or the Registrar's Office.

Admission to Summer Sessions

Students who are candidates for degrees at the University are eligible to register for the summer sessions.

Students who are candidates for degrees at another college or university may enroll in summer sessions at the University, but they are advised to consult with the Dean of their institution to assure themselves that credits earned here will be accepted in transfer.

Others applying for admission to summer sessions will be accepted if it appears that they can profitably undertake work at the University.

Registration in summer sessions does not constitute admission nor imply eligibility to enroll in the fall semester.

Advanced Placement

High school students who have completed the junior year with at least a B average in all college entrance subjects taken in sophomore and junior years may enroll in lower division courses for which they have the prerequisites, and may gain college credit.

HONORS AT ENTRANCE

The award of Honors at Entrance is a recognition of academic excellence. All high-ranking candidates for admission are considered for this award; hence, no special application for it is made by the student. Conferment of Honors at Entrance is without reference to financial status and carries with it no monetary grant. Criteria for the award are superior academic performance in high school, including rank in upper tenth of class; high CEEB scores; and distinguished activity and citizenship records.

ADMISSION TO ADVANCED STANDING

The University normally accepts on transfer from a college or university students who present a C average or better, if they were admissible to the university as freshmen. Candidates who were not eligible for admission to the university as freshmen must present at least twenty-four units of acceptable college work.

Candidates for advanced standing, in addition to the procedures listed on pages 26-27, present official transcripts of all college work, a statement of honorable dismissal from the college, and a letter of recommendation from the college.

Transfer credit is officially evaluated by the Office of Academic Administration following the student's acceptance, and submission of residence or tuition deposit. No official evaluation can be made before that time.

ADMISSION OF FOREIGN STUDENTS

The University of San Diego welcomes foreign students who can demonstrate their ability to undertake college work with profit in the United States.

Applicants for admission from foreign countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All records must be translated into English.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey, 08540: admission will not be granted until results of this test are received by the University. It is the responsibility of the foreign student to see that all credentials for admission to the fall semester are received in the Office of Admissions by May 1 and for admission to the spring semester by December 1. Files will be closed if not *completed* by these dates. The last TOEFL test dates to meet these deadlines are March for the fall semester and October for the spring semester.

All foreign students accepted at the University must provide for their financial support from non-University sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Resident students should send a room reservation deposit of \$100 and commuting students should send a tuition deposit of \$50 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until the receipt of the deposit.

The Immigration Form I-20 will be sent to the student with his acceptance letter. The applicant must be accepted as a full time student working toward a degree before he is eligible for an I-20 form.

ADMISSION TO GRADUATE STANDING

See Graduate Division Bulletin

UNIVERSITY OF SAN DIEGO SEMESTER EXPENSES

APPLICATION FEE*, payable when application is made for admission. It must be paid by all students\$ 15.00

FULL-TIME STUDENTS

TUITION, payable at registration for each semester
 1971-1972 (12 units or more) 750.00
 1972-1973 (15 or 16 units)825.00 or 880.00

REGULAR FEE, payable at registration, includes
 Library and Syllabus Fee, Registration Fee, and Lab Fees 35.00

ASSOCIATED STUDENTS FEE

Undergraduate Students 25.00

DEPOSIT

Tuition deposit for day students (non-refundable) 50.00
 Room deposit for resident students (non-refundable) 100.00
 Damage deposit for resident students (refundable) 50.00

ROOM & BOARD

Women students 700.00
 Men students 600.00
 Room & Board per week (including vacations) 50.00

PART-TIME STUDENTS

TUITION & REGULAR FEE, per unit
 1971-1972 (11 units or less) 50.00
 1972-1973 55.00

AS FEE, for part-time undergraduates carrying
 7 units or more 15.00

Auditors pay in full.

SPECIAL FEES

Vehicle Registration Fee, per year 10.00
 Late Registration Fee 10.00
 Graduation Fee 30.00

Student Teaching:

Elementary, Level II 15.00
 Elementary, Level III 45.00
 Secondary: each 3-unit block 25.00

Special Examinations 5.00-10.00

Music, applied lessons, per semester (payable at registration) .. 100.00

Transcripts, first one free, each thereafter 1.00

Changes in class schedule after student has registered 1.00

*Application fee may be waived where there is evidence of exceptional financial need.

REFUND POLICY: Fees and Deposits (except damage deposit) are not refundable. Refunds are calculated as of the date the student presents the official withdrawal slip at the Office of the Registrar. Tuition, Room, Board: withdrawal slip dated: a) First week of the semester: 90% refund; b) Second week of the semester: 50% refund; c) Third week of the semester: 25% refund. Thereafter, no refund.

At the end of the academic year, the damage deposit may be refunded in full if no damage has been charged against it, or in part according to the amount of damage charged; it will be carried over to the next year if the student will return to the residence hall the following September.

All expenses must be paid on or before Registration Day. No installment payments are possible directly to the University. Tuition Plan and EFI are available to those who prefer this type of arrangement.

DEFERRED PAYMENT

Education Funds, Inc.

EFI has devised a new pre-payment plan by which the parent may pay the college costs in equal payments over an eight-month period beginning in June and ending in January. The total charge for this program is a \$25.00 non-refundable participation fee to cover the cost of administration. Many may prefer this new approach to the traditional loan-type program which has been offered exclusively in the past.

Tuition Plan, Inc.

The University also offers parents or guardians of students a method of budgeting the cost of education through the Tuition Plan. Rather than pay the fees in large cash payments, parents or guardians may elect to pay educational expenses by means of low-cost monthly payments.

One benefit of this program is the insurance coverage available on the parent's or guardian's life for the number of years covered by the agreement, assuring that for low dollar cost, the student may continue his education in the event of the parent's death.

Both plans are optional and offered solely as a convenience. They do not include the reservation and damage deposits, which are payable directly to the university.

Both the EFI and the Tuition Plan can be adjusted as desired or needed. Participation in either has no effect on any financial aid for which the student may be eligible. Information on both these programs is mailed to all new and returning students in May each year.

FINANCIAL AID

The financial aid program of the University of San Diego includes scholarships, grants, loans, and part-time employment. The program is administered by the Financial Aid Officer. Entering students and enrolled students in good standing may apply for one or more kinds of aid, depending on need and qualifications.

Undergraduate financial assistance — including scholarships, grants, loans, and student employment — is intended to recognize and assist students who otherwise would be unable to continue their educational careers. In most cases, financial assistance involves consideration of academic achievement, the financial resources available to the student and such factors as good character and future promise. Students are expected to make a reasonable contribution toward the cost of their education, and parents are expected to contribute in proportion to their resources before assistance can be provided by the University. The family's ability to pay for college is determined by analyzing the information supplied on the Parents' Confidential Statement.

Requirements for all Financial Aid Applicants

1. The student must be officially accepted by the Office of Admissions and be in good standing with the University.
2. The student must be able to demonstrate financial need and be in attendance as a full-time student.
3. The student must complete the Application for Financial Assistance which is available from the Financial Aid Office. This form is to be returned to the Financial Aid Office.
4. The student must file the Parents' Confidential Statement with the College Scholarship Service in his locale for each year that financial aid is requested. This form is available from any high school counseling office or from the Financial Aid Office at the University and is sent directly to the College Scholarship Service.

Scholarships and Grants

A limited number of scholarships are available to qualified students. These awards range from \$100 to \$1500 per year to cover tuition costs. Scholarships are awarded on the basis of scholastic record, recommendations from high school principal, and financial need.

Priority in the awarding of scholarship grants is given to those students who expect to complete their work for an undergraduate degree at the University of San Diego.

Scholarships are awarded for one year (half to be applied to each semester) and they will be renewed each year upon application for renewal if the student continues to qualify.

Applications for scholarship grants may be submitted at any time after completion of the seventh semester of high school work, but must be received by April 1.

Criteria for Selecting Recipients for Scholarships:

Incoming Freshman or New: Upper rank in high school graduation class, high CEEB scores, scholastic achievement, evidence of good character and leadership qualities, and need of financial assistance.

Upperclassmen or Renewals: Grade Point Average which meets the University scholarship standards, evidence of worthy contribution to collegiate living, and need of financial assistance.

California State Scholarships

All candidates who are residents of California are expected to apply for a California State Scholarship through the California State Scholarship and Loan Commission. The deadline for filing application occurs in November. Application forms and additional information are available in the counseling offices in secondary schools throughout the State or from the Director of Financial Aid at USD.

Private Scholarships and Grants

The University of San Diego receives monies from outside sources to provide various financial grants to selected students. Qualifications and requirements vary and are usually stipulated by the donor.

Two scholarships of \$1000 each are awarded to worthy Mexican-American students by Dr. Gilbert L. Oddo, under the auspices of the Summer Session in Guadalajara.

Four scholarship awards, contributed by Col. Irving Salomon, are available to outstanding political science students.

A scholarship in honor of Reverend Mother Hill, Foundress of the San Diego College for Women, is awarded to a woman student.

The Helena S. Corcoran Scholarship is awarded each year to a woman resident student coming from the state of Arizona.

Educational Opportunity Grant Program

Undergraduate students with exceptional financial need who otherwise would not attend the University of San Diego are eligible. These are federal grants and range from \$200 to \$1000 per academic year. This grant must be matched by like or equal financial aid in the form of a scholarship, another grant, loan, or University provided part-time employment.

Loans

National Defense Student Loans

These loans are provided by the Federal Government and may not exceed \$1000 per academic year for an undergraduate student. Interest at the rate of three per cent begins to accrue nine months after the borrower ceases to be a full-time or half-time student. Repayment may be extended over a ten-year period. Members of the U.S. Armed Forces, Peace Corps, and Vista may have repayment of principal and interest deferred for up to three years. If the borrower becomes a full-time

teacher in a public or private non-profit elementary or secondary school, the loan plus interest may be cancelled at the rate of ten per cent each year, up to a maximum of fifty per cent for five years of teaching service. Teachers in low-income areas or teachers who serve handicapped children may cancel fifteen per cent of their loan each year up to the cancellation of their entire loan.

Federally Insured Student Loan Program

Loans under this program are insured by the Federal Government and are available through participating institutions such as banks, credit unions, or state agencies. The student may borrow up to \$1500 per year with repayment and interest beginning nine months after graduation. The interest rate is seven per cent. The student is eligible for federal interest benefits if his family's adjusted income is under \$15,000 per year. Applications and further information may be obtained from the sponsoring agency or from the Financial Aid Office.

United Student Aid Funds

U.S.A. Funds, Inc., is a private, non-profit service corporation which endorses low-cost, long-term loans made by local banks to needy college students. Students who have completed their freshman year may borrow up to \$1500 a year — or a combined total of \$7500 for undergraduate and graduate education — through this program. Detailed information may be obtained from the Financial Aid Office.

Employment

College Work-Study Program

Funds are available for this program through co-operation of the Federal Government and the University of San Diego. Employment, both on and off-campus is provided for students in need of financial assistance, and is oriented, whenever possible, to the student's educational objectives. Employment is limited to 15 hours per academic week, and 40 hours per week during vacation periods. A list of available jobs and further information may be obtained from the Financial Aid Office.

College Work-Opportunity Program

In addition to the Federal Work-Study Program, the University offers a limited number of job opportunities to students who do not otherwise qualify for federally subsidized programs. These jobs enable the student to work for direct tuition credit and do not involve a direct cash payment. Details are available from the Financial Aid Office.

Off Campus Employment

Through its Personnel Office, the University of San Diego assists students in finding off-campus employment not directly related to the institution. Weekend or part-time employment within the San Diego metropolitan area with business, industry, or commerce may be obtained. It is recommended that students do not attempt to work more than fifteen hours per week. Job referrals and further details are available through the office of the Director of Personnel.

Vocational Rehabilitation Services

Students who have a physical, emotional, or other disability which handicaps them vocationally may be eligible for the services of the State Department of Rehabilitation. These services include vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

Appointments may be made with a counselor in the Registrar's Office or by contacting the State Department of Rehabilitation Office at the San Diego District Office, 1350 Front Street, San Diego, California 92101. Telephone number 714-232-4361.



MAJORS AND MINORS

Students enrolled in the University of San Diego may take courses at both of the Coordinate Colleges. Requirements for graduation and requirements for the major and the minor are identical in most departments and differ slightly in other departments at the College for Men and College for Women. Students must meet the requirements of the college of their enrollment.

MAJORS: The University of San Diego offers undergraduate major programs in:

Accounting	Mexican Studies
American Studies	Music
Art	Philosophy
Biology	Physics
Business Administration	Political Science
Chemistry	Psychology
Economics	Social Science
English	Sociology
French	Spanish
History	Speech Arts
Mathematics	

MINORS: The University of San Diego offers undergraduate minor programs in all the above majors, plus:

Anthropology	Library Science
Art History	Religious Studies
German	Special Education
Latin	Theatre Arts

PRE-PROFESSIONAL PROGRAMS are available in:

Dentistry	Medical and Chemical Technology
Education	Medicine
Engineering	Optometry
Foreign Service	Pharmacy
Law	Public Administration
	Veterinary Medicine

CREDENTIAL PROGRAMS are offered in:

- Elementary Teaching
- Secondary Teaching
- Specialized Preparation in Exceptional Children
(Area of Mental Retardation)
- Specialized Preparation in Librarianship
- Pupil Personnel Services

GRADUATE: The University of San Diego offers programs of study leading to the Master's degree in:

Education	Psychology
English	Social Science
French	Spanish
History	Special Education

SUMMER SESSION IN GUADALAJARA

In cooperation with several American universities, and with the Institute of Technology (ITESO) of Guadalajara, the University of San Diego conducts a six-week summer session in Guadalajara, Mexico.

Course offerings include Spanish language at all levels, Mexican and Spanish literature, art, sociology, psychology, anthropology, history, political science, and cross-cultural studies. Instruction is both in English and in Spanish.

Students may earn six units of college credit. Students live with carefully selected Mexican host families. The summer's experience includes planned and supervised tours and excursions. Concerts and special lectures are part of the cultural program. Folk dancing, guitar, and art classes are available as extra-curricular activity.

The cost for the six-week program is \$325.00. This includes registration, tuition, and room and board with a Mexican host family.

Four tuition scholarships are awarded to attend the Summer Session in Guadalajara to worthy Mexican-American students by Dr. Gilbert L. Oddo, under the auspices of the Summer Session in Guadalajara.

For further information, write to:

USD in Guadalajara
University of San Diego
San Diego, California 92110

Admission to the USD Summer Session in Guadalajara does not imply admission to the University of San Diego.

EXCHANGE PROGRAM WITH THE UNIVERSITY OF AIX-EN-PROVENCE

University of San Diego juniors who are majoring in French, or who are interested in the humanities or art, may participate in an exchange program with the University of Aix-en-Provence. Interested students should consult the chairman of the French department and the chairman of their major department if non-French majors.



DEGREE REQUIREMENTS

The University is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Though professors and students of many faiths are found on the campus, the basic goal of the University is a Christian liberal education which manifests itself in an intelligent, courageous, and creative devotion to God, to country, and to fellow man.

Normally the student is in residence through eight semesters, during which he or she is enrolled in approximately forty-four courses carrying minimum credit of 124 units.

General Education

About half of the courses needed for the degree are in the area of *general education*. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. In meeting these requirements in the humanities, natural sciences, and social sciences, the student studies some subjects which are specifically required and selects others from an approved list. Ordinarily, most of these general education demands are completed by the end of the fourth semester.

Majors

Next, twenty-five to thirty per cent of the courses a student takes are designed to fulfill the *major concentration requirements*. These the faculties of the various departments have prescribed to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses will be taken earlier. Students exceptionally well qualified may be permitted to fulfill the requirements of a second major concentration.

The requirements for majors have been set by the various departments. Along with a suggested program of study, these requirements are listed on pages 50-159.

Minors

The student may specialize to a lesser extent in another area (the "minor"). The minor concentration is ordinarily related to that of primary interest. At the College for Women, the minor is required for graduation; at the College for Men, it is optional. This divergence in requirements will be unified by the faculty during the course of the 1971-1972 academic year.

Free Electives

Finally, the remaining courses which a student takes are electives and may or may not be in areas related to the major subject. This liberty is provided so that the student may choose many of his courses either to satisfy an intellectual curiosity or, hopefully, to enlighten himself in areas largely unfamiliar to him.

FACULTY ADVISOR PROGRAM

The entering student comes into an environment that is new and often bewildering. To make the transition from home and high school to dormitory and college an easy and pleasant one, the University provides a counseling program by which the newcomer is guided through the difficult phases of adjustment.

Upon arrival on campus, each freshman is assigned an advisor, appointed by the Office of Academic Administration, to assist in dealing with problems. During the summer, a brochure, "Academic Information for Freshmen," is mailed. This booklet explains pre-registration details, and gives the student directions for seeking additional information. At the beginning of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation students take part in discussions of college life, and engage in a variety of activities intended to familiarize them with their new home. Advisors are available for individual conferences. Opportunity is provided to take placement and interest tests by which the student may gain valuable information concerning his educational background and academic potential.

During the year each advisor holds periodic meetings with the students to check on their progress and to assist with any problems which unexpectedly arise. When the student has selected an area of major concentration a member of this department becomes his advisor and assists in the selection of courses.

Sophomores and upperclassmen bear the responsibility of taking the initiative in discussing the details of their academic program with their advisors. It is the hope of the University that qualified students should prepare for graduate or professional work, since the attainment of an advanced degree is becoming increasingly important to success in most careers. Students who do intend to continue their formal education at the graduate or professional level should, if possible, determine the school of their choice at an early date so that they may be fully prepared to meet its requirements. Since most graduate or professional schools offer scholarship awards in a variety of special programs, it is advantageous to the student to know well in advance what steps must be taken to qualify for financial aid. Of paramount importance, of course, is an undergraduate scholastic record of superior quality.

Selecting or Changing the Major

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment of their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error.

The University's Educational Development Center is prepared to offer its services to the student who faces this difficult decision. Through personal interviews and extensive standardized testing, counselors in the

Center help the student to assess his academic assets, dominant interest patterns and potential for success.

Students contemplating a change of major concentration should also take advantage of the services of the Educational Development Center. When a decision to change has been reached, the student must secure the approval of the department in which he desires to major. *Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.*

GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelor's degree upon candidates who satisfactorily complete the following:

- 1) 124 semester units of credit, with at least 48 units in upper division courses;
- 2) the general education program;
- 3) a major concentration including at least 24 units of upper division work, and satisfying the requirements of the department in question;
- 4) a minor field including at least 18 units (of which 6 or more must be in upper division work), and satisfying departmental requirements; the minor is required for CW students, optional for CM students;
- 5) grade point average of 2.0 (C) in the total of college courses, and in courses at USD, and a grade of C in all upper division courses in fulfillment of the requirements for the major;
- 6) the residence requirement (the final 30 semester units at the University of San Diego);
- 7) settlement of all financial obligations to the University.

REQUIREMENTS IN GENERAL EDUCATION

The general education requirements, which must be met by all candidates for the bachelor's degree, follow. Most of these requirements are met in the first two years, although some may be met at any time prior to graduation.

Religious Studies— 9 units: 3-unit course each year in freshman and sophomore years; 3-unit course in junior or senior year. Religious Studies 20; two elective courses, at least one upper division. Beginning in June of 1971, the requirement must be met by all entering freshmen and transfer students who join their class thereafter, regardless of religious belief.

- Philosophy— 12 units: Philosophy 10 (Introduction) in the freshman year; Philosophy 60 (Philosophical Psychology); Philosophy 130 (Ethics); selective course chosen from one of the following areas: Logic (Philosophy 25, 33, or 181), Philosophy of Nature (Philosophy 62, 151, or 156), Philosophy of Being (Philosophy 110 or 120), Philosophy of God (Philosophy 125), Philosophy of Knowledge (Philosophy 115).
- Literature— 10 units: English 25 (Literature and Composition I); 26 (Literature II: Poetry); 27 or 28 (Literature III: Prose Forms — or Modern World Literature). English 25 and 26 are taken in the freshman year, the third course normally in the sophomore year.
- Social Science— Satisfactory completion of either Option A or Option B as shown; taken in the freshman year— consult recommendations of your proposed major department before choosing.
- Option A: A six-unit sequence in History 11-12 (Western Civilization), History 21-22 (Non-Western Civilization), or History 61-62 (Hispanic Civilization).
- Option B: Two other courses elected from the following fields: anthropology, economics, political science, psychology, or sociology. (Students are advised to consult the recommendations of their proposed major department before choosing.) Political Science 15 does not meet this requirement.
- Political Science— 4 units: Political Science 15 (American Issues — coordinating American history and government), taken in the lower division. Students who demonstrate sufficient competency by examination may be exempted from this requirement, but without credit.
- Science-Mathematics— This requirement consists of three semesters of science or mathematics. It must include at least one semester of physical science and one semester of life science. Normally the requirement is satisfied by one of the following:
- a) Science 11, 12, 13
 - b) Science 11, 13, 14
 - c) Science 11, 13; mathematics (3 units)
- Science majors may substitute their major prerequisite courses.
- Students presenting a strong background in high school biology may substitute a two-semester sequence in physics or chemistry; students presenting a strong

high school background in *both* physics and chemistry may substitute a two-semester sequence in biology; students presenting a strong high school background in biology, physics, and chemistry may substitute two semesters of mathematics. Any substitution must consist of at least eight units.

Language—

The language requirement is a competency, not a unit requirement. It may be met by:

- a) Successful completion of the third college semester of any language, thus, 4 or 8 or 12 units, depending on where the student begins. Two 5-unit semesters of Latin also fulfill the requirement. Eligibility to begin the second semester course in Latin is dependent on the student's prior mastery of the material of the first semester course.
- b) Qualification for exemption: such exemption is granted to any student who achieves a score of over 600 on the CEEB Listening Comprehension Test for a modern language (or the CEEB Achievement Test for Latin). Students who attain scores of over 600 in the CEEB's new language Achievement Tests with listening comprehension sections may also qualify for language exemption. Exemptions free the student from a requirement, but carry no academic credit.

Fine Arts—

4 units: may be met at any time during the four years by courses in the following areas: art, music, speech, theatre, or communication arts. (If group music classes are elected, at least two semesters must be taken in sequence.)

Physical
Education—

Two semesters, to be taken in the freshman year. Required of CW students; optional for CM students.

General Education Requirements for Foreign Students

Foreign students meet the regular general education requirements for a degree, as shown above, with the following possible modifications:

a) **Foreign Language Requirement for Foreign Students:**

The University of San Diego's foreign language requirement is a competency rather than a unit requirement. Therefore, students whose native language is a cultural language other than English, and whose high school education has been wholly or largely in the native language have in many cases already fulfilled the equivalent of USD's foreign language requirement. Such students may present to the Office of Academic Administration a request for an official evaluation of their language background, to ascertain whether USD's requirement is already met. In some cases, a verifying examination may be required. In most cases, the official transcripts of prior educational background will suffice for the evaluation.

b) English Requirements for Foreign Students:

Foreign students are required to meet the University of San Diego's English composition and literature requirements, normally English 25, 26, and either 27 or 28 (10 units). Students whose TOEFL scores or other indicators evidence the need for additional preparation must enroll first in English 2A-2B (English as a Second Language—6 units) and/or English 1 (Basic Composition—2 or 3 units). These units count towards completion of the students' total units for the degree, but not usually towards fulfillment of USD's composition and literature requirements. In cases where the student shows unusual proficiency and competency in two of the regular required English composition and literature courses (English 25, 26, and either 27 or 28), the English department may allow the prior courses (English 1, 2A, 2B) to substitute for the third required English course.

Requirements for Major and Minor Concentrations

Major and minor departments may designate specific courses for majors or minors or both, and may prescribe certain lower division prerequisites.

BACHELOR OF SCIENCE IN NURSING

The college offers a program of largely non-professional courses in which students who have attended diploma schools and *are already registered nurses* may earn the degree of bachelor of science in nursing.

Approximately a year's credit is given for the diploma program. In general, the requirements for the degree of bachelor of science in nursing, in addition to the diploma program taken elsewhere, are:

- Religious Studies— 6 units.
- Philosophy— 12 units: Philosophy 10, 60, 130, selective.
- English— 9 units, including composition.
- History and
Political Science—10 units (Western, Non-Western, or Hispanic Civilization; American history and government).
- Science— 8 units, including laboratory work.
- Major field— Nursing:
32-40 units credit for diploma program; the amount of credit depends on individual evaluation of basic programs, grades, experience, and scores on tests.
6 units of post-diploma courses in nursing.
- Minor field— 18 units of psychology, or of sociology, or of science, or of special education, depending on which one is chosen for a minor.
- Electives— 20-31 units, whatever is needed to complete the 124 units required for graduation.

ACADEMIC REGULATIONS

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the University, accepts them, and pledges that he will abide by them.

Registration

Registration takes place when the student completes the forms supplied at the Office of the Registrar and pays the required fees. No credit will be given in courses for which the student is not *officially* registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$10.

Student Load

The normal student load is 15-16 units. To exceed 17 units the authorization of the student's advisor and of the Office of Academic Administration must be obtained in writing. Ordinarily no enrollment beyond 18 units will be approved unless the applicant has maintained a G.P.A. of 3.00 cumulatively and in the immediate past semester.

Dropping or Adding Courses

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. *Unofficial withdrawal* from a course results in a mark of F. Students who change their class schedule after registration will pay a fee of \$1.00.

Program changes involving the *addition* of courses are permitted with the written approval of the student's advisor within the first two weeks of a regular semester.

Dropping a course, without risk of penalty, will be allowed until the dates specified in the academic calendar (about six weeks after the beginning of classes). Withdrawal within that time limit will be recorded as W. A grade of W will not enter into the computation of the G.P.A.

When a student withdraws from a class after the date specified in the academic calendar, the instructor will be asked to report whether the student had been doing passing or failing work at the time of the withdrawal. The student receives a WP (withdrawn passing) or WF (withdrawn failing). A WP grade will not affect the student's G.P.A. A WF grade will have the same effect as a grade of F.

Withdrawal from the University

A student withdrawing from the University while a semester is in progress must file with the Registrar's Office an official Notice of Withdrawal. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in nonpassing grades in all courses, thereby jeopardizing eligibility to re-enter the University of San Diego or acceptance in another institution. Forms containing complete instructions for change in status are available at the Office of the Registrar.

A student who interrupts his registration at the University for one or more semesters must make application for re-admission, unless permission to interrupt studies has been granted in writing.

Auditing

With the consent of the instructor and the Registrar, undergraduate courses may be audited by regularly enrolled students or by persons not

regularly enrolled in the University. For students who pay the full semester tuition charge, no extra fee is assessed for auditing. Part-time students will be charged the regular unit fee.

A student may not enroll as a course auditor and subsequently decide to take the final examination for credit, nor may a student who has audited a course subsequently challenge it for credit by examination.

Attendance

Regular and prompt attendance at class and at official convocations is deemed essential for the optimum educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number of allowed absences. Each instructor will publish attendance regulations at the beginning of the school term, and will state what penalties will be imposed for excessive absences.

Examinations

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the Office of Academic Administration. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the Office of Academic Administration. A fee of \$5.00 is charged for each make-up examination.

Credit By Examination

Students of the College for Men who wish to fulfill specific college requirements for graduation by examination may petition the Office of Academic Administration for permission to sit for such examinations. The time, place, and fees for these examinations will be announced by the Office of Academic Administration each semester.

During the 1971-1972 scholastic year, the faculty will consider the feasibility of adopting the College Level Examination Program of the College Entrance Examination Board, making credit by examination available on an institution-wide basis.

Grade Reports

At the end of each semester grade slips are mailed to the students. On request, a copy of the transcript will be sent to parents who assume financial responsibility for the student.

Reports of the scholastic standing of freshmen are sent to their respective high schools at the end of the scholastic year.

Grading System

At the end of each semester a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; CR, credit awarded, but units do not enter into computation of grade point average; WF, withdrawal failure; WP, withdrawal passing; Inc., incomplete.

Grade points are assigned to the above grades as follows: A—4 points per unit; B—3 points per unit; C—2 points per unit; D—1 point per unit; F—0 points per unit. The plus or minus raises or lowers the class grade point by one point in 3- and 4-unit classes, by two points in 5-unit classes.

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but *for a legitimate reason*, a small fraction of the work remains to be completed; and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work, in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete, prior to the posting of final grades.

Only courses for which grades D, F, or not passed were received may be repeated for credit—and not more than once, unless authorized in writing by the Office of Academic Administration. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade-point average of an undergraduate who repeats courses in which he received D or F, only the most recently earned grades and grade points shall be used for the first 10 units repeated. In the case of further repetitions, the grade-point average shall be based on all grades assigned and total units attempted.

The Grade Point Average (G.P.A.) is computed by dividing the total grade points by the total units attempted.

Deficiency Notices

Deficiency notices will be issued at midterm during regular semesters. Such notices will be sent to students, and to parents and guardians of students not yet twenty-one years of age. (At the discretion of the Office of Academic Administration, deficiency notices for foreign students may be sent to the Foreign Student Advisor rather than to parents or guardians.) Whenever possible, the reasons for the deficiencies are indicated.

Scholastic Probation and Disqualification

A student who fails to maintain at least a C average (G.P.A. 2.00) for all college work attempted or for all course work attempted at this institution will be placed on probation.

The probationary status of a student can be ended only at the close of a regular semester when he has attained a C average on all college work attempted and for all course work attempted at this institution. A cumulative grade point average of 2.0 must be achieved by the end of the second probationary semester; otherwise, the student is disqualified.

A student whose semester average falls below C (2.00) but whose cumulative scholarship average is 2.00 or higher will be placed on scholastic probation; if his grade point average falls below 2.00 in two successive semesters he will be scholastically disqualified.

Appeals should be submitted to the Vice-President for Academic Administration, *in writing*, within five days after the student has received notice of disqualification, and should set forth the reasons which would justify an extension of the probationary period.

Honors

At the end of each semester, the Office of Academic Administration publishes the names of honor students. Those with a Grade Point average of 3.65 or higher receive First Honors; those with 3.25 to 3.64 receive Second Honors. All honor students receive a personal commendation from the Vice-President for Academic Administration. They merit the opportunity for priority registration.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon Grade Point Average, covering all collegiate work attempted: a) for the *Summa Cum Laude*, 3.85 or higher; b) for the *Magna Cum Laude*, 3.65 to 3.84; and for the *Cum Laude*, 3.46 to 3.64.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic College Women. No more than ten per cent of the senior women may be awarded this honor.

Honors Convocation

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to the senior, junior, sophomore, and freshman man and woman who have maintained the highest scholastic average. Class Honors are awarded to those men and women who rank in the upper ten per cent of their class.

Other awards are the Kappa Gamma Pi medal given to a sophomore woman outstanding for leadership and scholarship; departmental honors in their major field awarded to seniors who have maintained a grade point average of 3.5 in their major; the Charles E. Franklin Award to an outstanding senior man; the Alcalá Award to an outstanding senior woman; and the Associate in Arts certificates. Special awards are Who's Who Among Students in American Universities and Colleges; the John Francis McGeever Memorial Fund awards; the Priscilla Turner St. Denis Award to the senior woman with the highest academic achievement in history or political science; and scholarship presentations from the San Diego Chapters of the National Association of Accountants and the California Society of Certified Public Accountants, Women's Auxiliary. Graduate fellowships merited by seniors and summer research grants to undergraduates are announced.

Graduation Petition

By the date indicated in the current academic calendar, seniors who wish to graduate in January, May, or August must file in the Registrar's Office a petition for graduation. This petition must be accompanied by the graduation fee.

Unit and Grade Point Requirements

To qualify for a degree, the student must earn a minimum of 124 college units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester. A general average of C (G.P.A. 2.00) is required in the total of collegiate work attempted, and in all work attempted at the University of San Diego.

Of the 124 units required for graduation, 48 must be in upper division courses, i.e., those numbered 100 or higher. In order to enroll in courses which carry upper division credit the student is normally required to have reached second semester sophomore or junior class standing. Where, in the judgment of the department chairman, the student has acquired the necessary basic proficiency, he may be permitted to enroll in upper division courses for upper division credit even though he may still have only freshman or first semester sophomore standing. In such cases the approval of the department chairman must be filed, in writing, in the Office of Academic Administration.

Class Standing

Students reach sophomore standing after satisfactory completion of thirty units. Junior class and upper division standing are reached upon completion of sixty units. For senior class standing, ninety units must be completed.

Residence Requirement

To satisfy requirements for a degree, students must earn a minimum of the final thirty semester hours of credit at the University.

Transfer of Credit

Academic courses from other accredited institutions are normally transferable, if the grades are C or better.

Students of the University who wish to take courses in summer sessions at other institutions should obtain advance approval if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego.

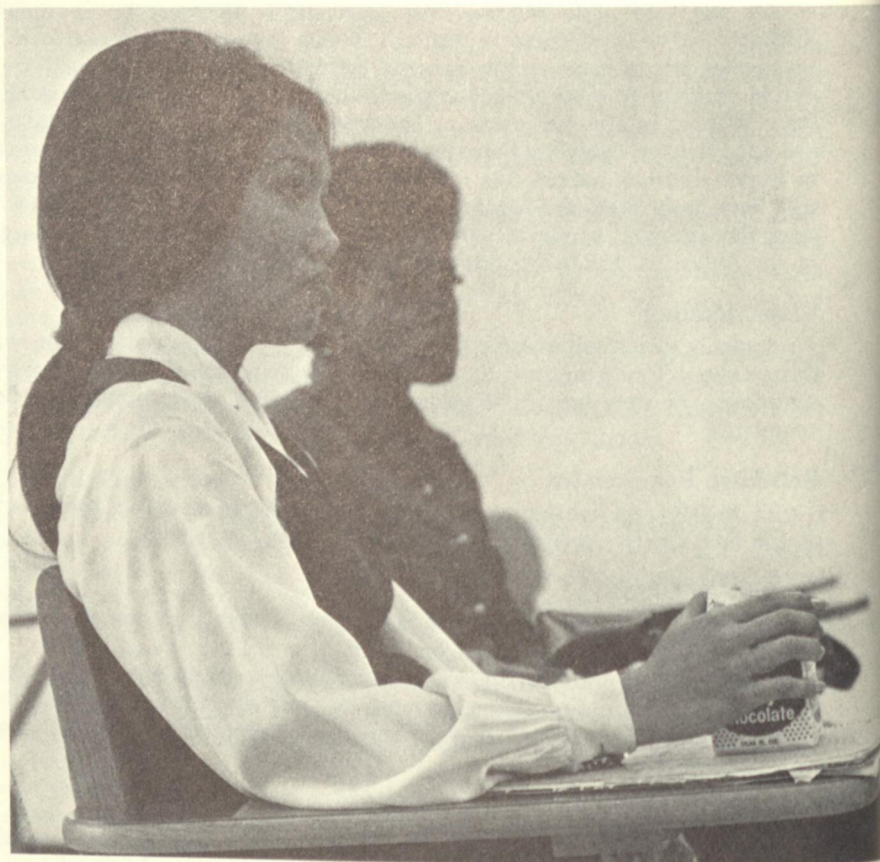
Transcripts

Any student may request one official transcript of his college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the Registrar.

Selective Service

In compliance with the National Selective Service Act, and upon the written request of the student, the University will report a student's enrollment status to his Selective Service Board at the beginning of the academic year (approximately October 1) or, in the case of students admitted in mid-year, within thirty days after enrollment in the University.

Only those students who are enrolled for a minimum of twelve units per semester or twenty-four units per calendar year can be reported as "satisfactorily pursuing a full time course of instruction." Local boards normally expect that such students are making normal progress and will complete the requirements for a bachelor's degree within four years; therefore, a student who enrolls continuously for only the minimum load is warned that he may be subject to reclassification if he has not completed the degree requirements within the normally allowed time. The University is obligated to inform the Selective Service Administration promptly whenever a student terminates his enrollment during the academic year.



COURSE OFFERINGS UNIVERSITY OF SAN DIEGO COORDINATE COLLEGES

Designation of Courses and Credits

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199; graduate courses are numbered 200 to 299; professional courses are numbered in the 300's.

Courses offered yearly are so indicated, with semester designated after course description. Courses offered in alternate years generally have the semester when offered indicated after the course description. Graduate courses are offered upon sufficient demand.

The numbers in parentheses after the title of the course indicate the number of semester hours of credit.

ACCOUNTING

A Division of the Department of Business Administration
and Economics

John P. McCabe, M.B.A., J.D., Chairman

Joseph Flores, Ph.D. Cand.

Paul R. Gardner, M.A.

Dom W. Greco, M.B.A.

Reverend James F. Hanley, Ph.D.

Edward Kahn, M.B.A., C.P.A.

Ethel A. Sykes, M.S.

The Department of Business Administration offers a major in Accounting, principally for students interested in careers in public or private accounting. The Accounting curriculum prepares students to sit for the State of California C.P.A. examinations and also for graduate study in Accounting.

A major in Accounting is required to follow a prescribed program of 36 semester hours which includes accounting, business administration, and economics courses.

A minor in Accounting is available for non-Accounting majors.

Preparation for the Major: Accounting 1-2; Economics 1-2; Mathematics 1, 8, and 15.

The Major: The 24 upper division units must include Business Administration 145 and 146; Accounting 100, 101, 102, 106, 108, plus 6 units of electives in Accounting.

College for Men Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
Fine Arts (2)	English 26 (3)	Science (3)	Relig. Stud. (3)
English 25 (4)	Pol. Sci. 15 (4)	Mathematics 15 (3)	Science (3)
Mathematics 1 (4)	Mathematics 8 (3)	Phil. 60 (3)	English 27
Phil. 10 (3)	Relig. Stud. 20 (3)	Psychology 1 (3)	or 28 (3)
			Fine Arts (2)
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Account'g 100 (3)	Account'g 101 (3)	Account'g 106 (3)	Account'g 108 (3)
Account'g 102 (3)	Bus. Adm. 146 (3)	Accounting elective (3)	Accounting elective (3)
Bus. Adm. 145 (3)	Relig. Stud. 135 (3)	Phil. selective (3)	Electives (9)
Phil. 130 (3)		Electives, u.d. (6)	
Elective u.d. (4)	Electives (6)		

College for Women
Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Pol. Sci. 15 (4)	English 27 or 28 (3)
Social Science (3)	Social Science (3)	Science 11 (3)	Relig. Stud. (3)
Phil. 10 or Relig. Stud. 20 (3)	Phil. 10 or Relig. Stud. 20 (3)	Mathematics 15 (3)	Science 13 (3)
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Language (4) or Phil. 60 (3)
Mathematics 1 (4)	Mathematics 8 (3)	Phil. 60 or Lang. (3 or 4)	Accounting 2 (3)
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Accounting 100 (3)	Phil. 130 (3)	Accounting 106 (3)	Phil. selective (3)
Accounting 102 (3)	Relig. Stud. (3)	Accounting elective (3)	Accounting 108 (3)
Bus. Adm. 145 (3)	Accounting 101 (3)	Minor and electives (10)	Accounting elective (3)
Language (4)	Bus. Adm. 146 (3)		Minor and electives (7)
Elective (3)	Language, if needed (4)		

1—Principles of Accounting (3)

Introduction to books of account, their purpose and use, emphasizing the establishment of a solid background of theory. Use of books of original entry, controlling accounts, adjusting, closing, and preparation of financial statements from collected data are among the topics in the first semester. (Fall, every year.)

2—Principles of Accounting (3)

The second semester covers the elements of partnership and corporations. Problems of opening books of account, admission of partners, distribution of profits and earnings, sale of businesses, dissolution of enterprises, and preparation of financial statements are solved. A partnership or corporate practice-set is prepared. Prerequisite: Accounting 1 (Spring, every year.)

100—Intermediate Accounting (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets, cash, receivables, inventories, and investments, tangible and intangible fixed assets, and liabilities and reserves. Recent developments in accounting theory and their impact on financial statements are illustrated. Prerequisite: Accounting 1 and 2. (Fall, every year.)

101—Advanced Accounting (3)

Advanced and complex problems of accounting for partnerships are treated; purchase of interests, division of profits, retirement of partners, dissolution and liquidation. Specialized accounting problems of consignments, installment sales, insurance, receiverships, statement of affairs, realization and liquidation; accounting prob-

lems of estates and trusts. Branch accounting and consolidated statements are studied in connection with fund and municipal accounting. Prerequisite: Accounting 1 and 2. (Spring, every year.)

102—Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied, emphasizing familiarization with cost forms and their use in a well-coordinated cost system. Additional topics covered are process cost accounting, joint and by-product costs, standard cost procedures, estimated cost accounting, distribution cost, and budgetary control. Prerequisite: Accounting 1 and 2. (Fall, every year.)

106—Tax Accounting (3)

Prevailing tax law is studied with special emphasis on what constitutes taxable income and allowable deductions. Problems and preparation of tax returns are used to illustrate the course material. Current tax law is studied as it affects partnerships, corporations, and estates and trusts. Prerequisite: Accounting 1 and 2. (Fall, every year.)

108—Auditing (3)

Introduction to the work of the auditor, emphasizing auditing concepts, professional ethics, internal control and the accountant's opinions of financial statements; methods of auditing assets are demonstrated by means of problems; financial statement preparation and audit report writing. Prerequisite: Accounting 101. (Spring, every year.)

110—Analysis of Financial Statements (3)

Balance sheets and income statements are analyzed individually and comparatively for their value to owners, management, investors, and creditors, emphasizing determination of standard ratios and their variations. Corrective solutions are formulated as a basis for management decisions. Prerequisite: Accounting 1 and 2. (Fall, every year.)

112—Fund and Municipal Accounting (3)

Financial administration and reporting—requirements of governmental and non-profit entities, emphasizing the use of fund accounting as a public trust or fiduciary responsibility as a basis for managerial, mayoral, or council budgetary control. This concept applies equally to public and self-perpetuating funds. Prerequisite: Accounting 1 and 2. (Spring, every year.)

115—Accounting Theory (3)

Review and critical analysis of current developments in accounting theory, application of theory to accounting problems. Prerequisites: Accounting 100 and 102. (Spring, every year.)

199—Special Studies (1 to 3)

Study of debatable areas of accounting theory and their treatment in published reports; C.P.A. examination questions will be analyzed and recommended solutions formulated. Prerequisite: departmental approval. (Spring, every year.)

AMERICAN STUDIES

Interdepartmental Major

The purpose of the American Studies program is to develop understanding of American civilization considered as a whole. The major includes the cultural history, the institutions and ideals, the language and literature, the arts, the significant philosophical, economic and educational movements, and—an interpretation of this culture as manifested in American life. The results of specialized study in many fields of learning dealing with American subject matter are assembled for the work of the Senior Colloquium.

Preparation for the Major: History 11-12; Economics 1; English 27.

The Major: Upper division work consists of 36 units in the major, according to the following distribution requirements (no minor is required):

1. Concentration: 12 units in English, history, sociology, or political science;
2. 9 units in a second field;
3. 6 units in a third field; these 6 units must be a sequence in American history if not already taken in partial satisfaction of (1) or (2);
4. 6 units in philosophy and/or fine arts;
5. 3 units: Senior Colloquium (integrating course — paper and oral examination by American Studies Committee).

Distribution requirements are chosen from the following courses:

English:

- 152: American Poetry to 1914 (3)
- 155: American Prose (3)
- 156: American Fiction to 1914 (3)
- 162: Contemporary British and American Poetry (3)
- 168: 20th Century British and American Fiction (3)
- 185: Black American Literature (3)

History:

- 108: Historic Site Methods (3)
- 170: United States Constitutional History (3-3)
- 171: Colonial America (3)
- 174: Civil War and Reconstruction (3)
- 175: Makers of American History (3-3)
- 176-177: United States Diplomatic History (3-3)
- 178-179: Intellectual and Social History of the United States (3-3)
- 180-181: The American West (3-3)

Political Science:

- 113: Politics & Parties (3)
- 114: American Political Thought (3)
- 117: Contemporary American Problems (3)
- 174: The Courts and Civil Liberties (3)
- 175: Recent Supreme Court Decisions (3)
- 178: Contemporary American Foreign Policy (3)

Economics:

- 106: Economic History of the United States (3)
- 145: Urban Economics

Sociology:

- 130: America's Minorities (3)
- 131: Assimilation of Migrants and Minorities (3)
- 132: Mexican-American of the Southwest (3)
- 133: Black American Society (3)
- 134: Indians Today (3)
- 153: Sociology of Familial Institutions (3)

Philosophy and Fine Arts:

- Philosophy: 172: Pragmatism (3)
- Theatre: 168: History of the American Theatre (3)
- Art: 112: Seminar (3)
 - A. Chicano Arts
 - B. Black Art
- 137: American Art (3)
- 138: Art of the American Indian (3)

Education:

- 130: Social Foundations of American Education

ANTHROPOLOGY

The Minor: Eighteen units of work, including Anthropology 10 (Physical Anthropology) and 2 (Cultural Anthropology)

1—Introduction to Anthropology (3)

This course involves several branches of Anthropology: Physical Anthropology—man's physical characteristics and use of techniques involved in the use of this science; Archaeology, which would involve an understanding of some of the very early origins of mankind — his places of habitat, his revolutions which have made him self-sustaining, and a look at the various techniques and systems used for unearthing the secrets of the past at important sites the world over. (Fall, every year.)

2—Cultural Anthropology (3)

This course encompasses Linguistics from an anthropological viewpoint with an attempt to equate the physical characteristics which permit man to speak and make sounds; a survey of language groups

throughout the world. In addition it would include time given to Cultural Anthropology involving delving into historic groups in certain areas of the world; Australia, the South Pacific, Africa, and South America included so as to provide examples of the ways-of-life, the thinking, the habits and traits of people who differ from place to place. (Spring, every year.)

10—Physical Anthropology (3)

Man and the nature of man in his origin and development as a human being. Emphasis on race, actual and mythological. Physiological study of the heterographical groupings of mankind. (Anthropology 1 or 2 not prerequisites. Biology or equivalent required.) (Every semester.)

108—Historic Site Methods (3)

Historical research, archaeological field excavations, and laboratory techniques at Mission San Diego de Alcalá. Examination and study of man's past through use of several disciplines. Prerequisites: Anthropology 1 or 10 & 2; California History, or approval of department chairman. May be repeated for credit without duplication of work. (Every semester, including summer session.)

112—Human Ecology (3)

Survival of man and the future of the earth as a habitable planet. Involves the scientific study of balances of nature and life as affected by Man. Emphasis is on man himself, his economic, social, and intellectual use and misuse of himself and the ecosphere. Prerequisite: Biology, Anthropology, or equivalents. (Fall, 1971.)

115—Advanced Cultural Anthropology (3)

An advanced course in the problems of human beings, past and present, primitive and modern. Emphasis is given to the cultures of living primitive (preliterate) peoples. (Spring, every year.)

116—Ethnological Study (3)

Field trip study of three Mayan ethnic groups in Chiapas, Mexico. (Summer.)

117—Problems in Modern Culture (3)

Ethnic shifts in our world today. A study of the interchange of cultures and its effects on mankind. The emphasis is on values in varying cultures and problems in acculturation. (Fall, 1972.)

161—Archeological Methodology and Explorations (3)

Emphasis on Asian, Near Eastern, African, and Middle American new discoveries; their importance to the modern world. Includes field trips to sites in California and Baja California for studies. (Spring, 1972.)

166—Patterns of Human Migration (3)

Study of racial and cultural adaptations and diffusions across the earth from pre-historic times to the present. Emphasis on the great migratory movements of man and the racial and cultural present. (Fall, 1971.)

ART

Therese T. Hanafin, M.A., Chairman

Sebastian Capella, M.F.A.

Rozetta Hill, M.A.

Myrna Nobile, M.A.

Florence Spuehler, M.A.E.

Preparation for the Major: Art 2A-2B, 6A-6B, and 33A-33B.

The Major: The minimum of twenty-seven units of upper division work must include: 9 units of course work concerned with two-dimensional experiences, 9 units of course work concerned with three-dimensional experiences, and 9 units of art history. Any three units must be in advanced problems.

The Minor: 1) A minor in art history requires twelve upper division units with a prerequisite of Art 33A-33B and 6A-6B, and must include Art 133-134 and six units selected from the following: 112, 135, 137, 138, or 199. 2) A minor in studio art requires Art 2A-2B, 6A-6B, 33A-33B, and six upper division studio units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	Relig. Stud. 20 or	English 27 or 28 (3)	Pol. Sci. 15 (4)
Soc. Sci. (3)	Phil. 10 (3)	Science 11 (3)	Science (3)
Relig. Stud. 20 or	English 26 (3)	Language, if	Relig. Stud. or
Phil. 10 (3)	Soc. Sci. (3)	needed (4)	Philosophy
Language (4)	Language (4)	Art 2A (2)	60 (3)
Art 6A (2)	Art 6B (2)	Art 33A (2)	Art 2B (2)
		Phil. 60 or	Art 33B (2)
		Relig. Stud. (3)	Art elective (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Art elective (3)	Religious Studies, either year (3)	Art (6)	Art (6)
Art elective (3)	Art 134 (3)	Minor and	Minor and
Art 133 (3)	Art elective (3)	electives (6)	electives (10)
Phil. 130 (3)	Minor and	Phil. selective (3)	
Science (3)	electives (10)		



2A-2B—Drawing (2-2)

Problems executed in the studio and field which use diverse drawing media and techniques in order to stress creative expression and the appreciation of design. Required for Art majors. (Every year, may not be taken out of sequence.)

4A-4B—Design and Composition

The content of Art 6A-6B offered in concentrated Saturday studio sessions to high school seniors. Satisfactory completion replaces the 6A-6B requirement upon entrance at U.S.D. (1972-1973.)

6A-6B—Design (2-2)

The fundamentals of two- and three-dimensional design which stress the dynamics of line, value, color, shape, texture, and arrangement. Required for Art majors. (Every year, may not be taken out of sequence.)

11—Introduction to the Visual Arts (3)

A team taught creative approach to the artistic and theatrical aspects of visual communication. (Fall, every year.)

33A-33B—Art History (2-2)

A critical, chronological survey of the two- and three-dimensional expressions of dominant cultures from the prehistoric era to the present. Required for Art majors. (Every year.)

65—Beginning Crafts (2)

An introductory, studio course with varied craft media. No prerequisite. (Every semester.)

70—Costume (3)

The historical and aesthetic aspects of design as applied to costume. Prerequisite: 33A-33B, 6A-6B. (Fall, 1972.)

74—Beginning Ceramics (2)

Problems using slab, coil, and carved sculpture techniques for design and construction of hand-built ceramic forms. Emphasis on design through surface enriching of natural clay. No prerequisite. (Every semester.)

102A-102B—Advanced Drawing (3-3)

Prerequisite: Art 2A-2B. (Every year.)

106A-106B—Advanced Design (3-3)

Prerequisite: Art 6A-6B. (Every year.)

112—Seminar (2)

Discussion and projects carried out in a small group using directed research techniques. Content is variable and related to local opportunities and current interest. (Offered when sufficient demand.)

1972-1973 Offerings:

- A. **Chicano Arts:** The history and criticism of Mexican and Mexican-American Arts in Pre-Columbian, Colonial, and Contemporary Periods.
- B. **Black Art:** The history and criticism of sub-Saharan Art and Black Art in the Americas.

120—Lighting (3)

The aesthetics and practicalities of stage lighting. (Fall, 1971.)

128A-128B—Painting (3-3)

A multi-media studio course which offers water color, gouache, casein, acrylic, and oil as mediums for creative expression. Prerequisite: 2A-2B, 6A-6B. (Every year.)

129A-129B—Advanced Painting (3-3)

Prerequisite: Art 128A-128B. (Every year.)

133—History of Modern Art (3)

The historical, social, and design dynamics of art movements from the Impressionists to World War I explored through lectures, directed research, and gallery tours. Prerequisite: Art 33A-33B. (Fall, 1972.)

134—History of Contemporary Art (3)

A critical survey of painting, sculpture, and architecture from World War I to the present. Prerequisite: Art 133. (Spring, 1973.)

135—History of Oriental Art (3)

A critical and historic survey of Chinese, Japanese, Indian, and Korean art. (Fall, 1973.)

137—American Art (3)

The development of fine and applied art forms in the United States from the Colonial migration to the present era. (Spring, 1972.)

138—Art of the American Indian (3)

An analysis of the art forms of the American Indian from pre-historic times through the contemporary era. (Fall, 1972.)

140—Scenic Design (3)

The design interpretation of theatrical values expressed in history, criticism and applied projects. (Spring, 1972.)

144A-144B—Figure Drawing and Painting (3-3)

A studio course in the creative depiction of the human figure from the live model using both drawing and painting. Emphasis on the design of motion, shapes, and patterns in the human figure. Prerequisite: Art 2A-2B, 6A-6B. (Every year.)

145A-145B—Advanced Figure Drawing and Painting (3-3)

Prerequisite: Art 144A-144B. (Every year.)

165—Design in Crafts (3)

An advanced design-craft course in practical problems. Stresses creativity in design with varied craft media, selected from block printing, paper and fabric batik, silk screening, mosaics, and three-dimensional paper collage. Prerequisite: Art 6A-6B. (Every semester.)

174—Ceramics I (3)

Advanced projects involving slab, coil, and carving techniques. Prerequisite: Art 6A-6B or 74. (Fall, every year.)

175—Ceramics II (3)

Projects involving the wheel and technique of throwing. Creative investigation of the use of glazes, firing, and enamels in fine art and applied projects. Prerequisite: Art 174. (Spring, every year.)

190A-190B—Introduction to Sculptural Design (3-3)

Multi-media studio projects and criticism of three dimensional design in the Fine and Applied Arts. Prerequisite: Art 6A-6B, 33A-33B. (1971-1972.)

199—Advanced Art Problems (1-3)

Advanced, directed projects in both studio and research fields in accordance with the needs of individual, qualified students. Required of majors. Prerequisite as deemed necessary for project involved. Maximum of 6 units. Permission of instructor required. (Every semester.)

BIOLOGY

Sister Bernice Farrens, Ph.D., Chairman, College for Women

Curt W. Spanis, Ph.D., Chairman, College for Men

John S. Bradshaw, Ph.D.

Suzanne Ely Byrne, M.S. Ed.

Ross E. Dingman, Ph.D.

Sister Helen Hammack, M.A., M.S.

D. Glenn Reck, D.V.M.

The Department of Biology provides training in several categories in the biological sciences. A program of general courses allows the student to prepare for future graduate studies in disciplines such as Environmental Biology, Molecular Biology, Cellular Biology, Biological Oceanography, and teaching in the biological sciences.

A second program is offered for students preparing for careers in Medicine, Dentistry, Pharmacy, Optometry, and Veterinary Medicine. Students choosing this program are not restricted to the above professional careers and may also enter graduate studies in the biological sciences.

The following subjects are suggested to be included in high school programs for those students planning to enter any of the biological sciences: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry, physics. Three years of a modern language are recommended.

Students planning to specialize within the areas of the biological sciences are strongly urged to consult with the departmental advisor in order to select the program most suitable to their needs and to arrange their courses of study.

Preparation for pharmacy, optometry, dental and veterinary schools requires a minimum of 3 years, and medical schools 3-4 years. Requirements vary with the professional school. For specific information, students should consult with the departmental advisor or write directly to the professional school.

Graduate courses are offered leading to a degree of Master of Arts in Teaching with a Major in Biological Sciences. The department offers an introductory sequence in basic biological concepts for non-science majors.

College for Women

Preparation for the Major: Biology 3-4, Chemistry 10A-10B, 100A-100B, Physics 42-43.

The Major: The twenty-four units of upper division work should include Biology 137, 140, 144, 145. Electives may be chosen from any of the courses for which the prerequisites have been satisfied. Choice of electives depends upon the student's interest in pre-medicine, graduate work, or medical technology.

The Minor: Minimum requirements for the minor are Biology 3-4, 144, and electives of two or more units of upper division biology, for a total of at least 18 units. Liberal Arts majors who wish to minor in biology must take either Chemistry 10A-10B or Science 11, 12, and 13.

Recommended Program of Study (with Chemistry minor)

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	English 27 or 28 or Pol. Sci. 15 (3 or 4)	Pol. Sci. 15 or English 27 or 28 (4 or 3)
Soc. Sci. (3)	Soc. Sci. (3)	Chem. 10A (4)	Chem. 10B (4)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Biol. elec. (4) or Physics 42 (4)	Biol. elec. (4) or Physics 43 (4)
Biology 3 (4)	Biology 4 (4)	Relig. Stud. or Phil. 60 (3)	Relig. Stud. or Phil. 60 (3)
Elective or Math (2-4)	Elective or Math (3)		
P.E.	P.E.		

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Biol. 137 & 140 (8)	Religious Studies, Biol. 144 (4)	either year (3)	
Language (4)	Language (4)	Biol. elec. (3)	Phil. selective (3)
Chem. 100A (4)	Chem. 100B (4)	Language, if needed (3 or 4)	Biol. 115 (4)
	Phil. 130 (3)	Biol. 145 (4)	Biol. elec. (4)
		Electives	Electives

College for Men

Preparation for the Major: All students must satisfy the general education requirements as set forth in this bulletin and complete Biology 3-4, Chemistry 10A-10B, Physics 42-43, and 6 units of mathematics as required. (30 units.)

The Major: Program A & B. A total of 36 units in the major are required with a minimum of 24 upper division units to include Biology 137, 140, 144, and 145. A minor is not required.

Recommended Program of Study Program A — General Biology Major

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Eng. 27 or 28 (3)	Chem. 10B (4)
Biology 3 (4)	Biology 4 (4)	Chem. 10A (4)	Fine Arts (2)
Soc. Sci. (3)	Soc. Sci. (3)	Biol. elective (4)	Physics 43 (4)
Elective or Math (2-4)	Math. (3)	Physics 42 (4)	Phil. 60 (3)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. (3)	Relig. Stud. (3)	Pol. Sci. 15 (4)

<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Elective (3)	Biology 144 (4)	Biology 115 (4)	Biol. electives (4)
Biology 137 (4)	Fine Arts (2)	Biology 145 (4)	Phil. selective (3)
Biology 140 (4)	Language (4)	Language (4)	Relig. Stud. (3)
Phil. 130 (3)	Elective (3)	Elective (4)	Elective (3)
Chem. 100A (4)	Chem. 100B (4)		Language, if needed (4)

**Program B: Pre-medical, Pre-dental, Pre-veterinarian, Pre-pharmacy,
Pre-optometry Majors**

<u>Freshman Year</u> (Same as Program A)		<u>Sophomore Year</u> (Same as Program A)	
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Biology 137 (4)	Biology 144 (4)	Biology 115 (4)	Biol. electives (4)
Biology 140 (4)	Chemistry (4)	Biology 145 (4)	Phil. selective (3)
Chemistry (4)	Language (4)	Language, if needed (4)	Relig. Stud. (3)
Language (4)	Phil. 130 (3)	Chemistry (3)	Elective (6)
	Fine Arts (2)		

3—Concepts in Biology (4)

A two-semester course for all biology majors designated to integrate the major disciplines of biology. Principles of physics and chemistry pertinent to biological structure and function are stressed. Three lectures and one laboratory weekly. (Fall, every year.)

4—Concepts in Biology (4)

Continuation of Biology 3. Evolutionary relationships, principles of genetics and environmental biology are examined. Three lectures and one laboratory weekly. Prerequisite: Biology 3. (Spring, every year.)

60—Vertebrate Zoology (4)

A course in the biology of the vertebrates, with emphasis on the vertebrate organism as a whole. Covers vertebrate structure, function, development, behavior, and evolution. Three lectures and one laboratory period weekly, plus field trips. Prerequisite: Biology 3-4, or consent of the instructor. (Spring, alternate years.)

70—Introductory Physiology (4)

The physiology of muscular contraction, nervous integration, sensation, circulation, respiration, excretion, and digestion. Three lectures and one laboratory weekly. (Fall, every year.)

115—Biometrics (4)

Methods and experience in defining and solving quantitative problems in biology. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 or consent of the instructor. (Fall, alternate years.)

135—Evolution (3)

A study into the current concepts of evolution. The nature of the species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three lectures per week. Prerequisites: Biology 3, 4; or consent of the instructor. (Spring, alternate years.)

137—Comparative Animal Physiology (4)

A study of the physiological processes of animals and their adaptive and evolutionary significance. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4. (Fall, every year.)

139—Vertebrate Histology (4)

An intensive study of the four basic tissues. During the second half of the course, particular emphasis is placed on mammalian organology. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Spring, every year.)

140—Comparative Vertebrate Embryology (4)

An investigation into the fundamental principles of gametogenesis and morphogenesis. Dental embryology is studied. The laboratory animals are frog, chick, and pig. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Fall, every year.)

141—Comparative Vertebrate Anatomy (4)

A comparative study of the various classes of vertebrates with an examination of evolutionary relationships. The laboratory animals are lamprey, shark, amphibian, and cat. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4. (Spring, alternate years.)

142—Microbiology (4)

An intensive treatment of bacteria, viruses, yeasts, molds, protozoa, and micro-algae. The role of microbes in the pathogenesis of man is emphasized. Laboratory stresses procedures in culturing and handling of bacteria. Experiments are conducted in areas of physiology and biochemistry of microbes. Two lectures and two laboratory periods weekly. Prerequisite: Biology 3-4 and organic chemistry. (Fall, every year.)

144—Genetics (4)

A general course covering the development of genetic principles and the chemical nature of gene action. Population genetics, eugenics, and statistics are introduced. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4, and/or consent of the instructor. (Spring, every year.)

145—Cellular Physiology (4)

A study of the physical, chemical, and physiological nature of living cells, the response of cells to their environment, the nature of protoplasmic organization as the key to cellular activity, the dynamic state of the cell membrane, and the metabolism and energy transformations within the cell. Prerequisite: Biology 3, 4, Chemistry 99, and Physics 42-43 or Chemistry 110. (Spring, every year.)

146—Radiation Biology (4)

A histological survey of the effects of ionizing radiation on biological systems. Radioisotope technology is also covered, with the student planning and completing a project using radioactive tracers. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 and consent of the instructor. (Fall, alternate years.)

147—Human Anatomy (4)

A study of the anatomy of the human body relating structure to function. Students dissect human cadavers in lab. Two lectures and two laboratories weekly. Prerequisite: consent of the instructor. (Spring, every year.)

148—Ecology (4)

A study of the relationships of the varied flora and fauna of the San Diego area. Emphasis is placed on the mutual dependence of organisms in ecosystem. Because of the unique location of the University, desert, mountain, and salt water ecosystems will be studied. Three lectures and one laboratory weekly. Prerequisite: Biology 3-4 and/or consent of the instructor. (Spring, alternate years.)

150—Invertebrate Zoology (4)

The structure, function, and relationships of invertebrate animals as shown through study of selected invertebrate types. Emphasis will be on local forms. Two lectures and two laboratory periods weekly, plus field trips. Prerequisite: Biology 3-4. (Fall, alternate years.)

153A—General Oceanography (4)

Introduction to Oceanography stressing the geological history and processes affecting the sea floor; the nature of currents and tides; the chemistry of sea water and how plants and animals relate to the ocean environment. Three lectures and one laboratory weekly. Prerequisite: consent of the instructor. (Fall, alternate years.)

153B—Marine Biology (4)

An integrated course including the principles of marine biology and a brief systematic survey of planktonic, nektonic and benthonic forms stressing interrelationships with ocean processes. Emphasis will be on an ecological approach with field studies of a variety of marine environments planned to demonstrate interrelationships. Three lectures and one laboratory weekly. Prerequisite: Biology 150, 153A or consent of the instructor. (Spring, alternate years.)

160—Recent Advances in Biology (3)

Contemporary problems in biology will be investigated. Guest scientists engaged in research will lecture to students as well as faculty. Readings and reports will be required of students. Three lectures weekly. Prerequisite: consent of department chairman. (Fall, alternate years.)

161—Psychobiology (3)

A study of the biological basis of behavior. Two lectures and one laboratory-discussion period weekly. (Spring, every year.)

199—Research (1-3)

Students may develop research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: consent of the department chairman. (Every semester.)

200—Seminar in General Physiology (2)

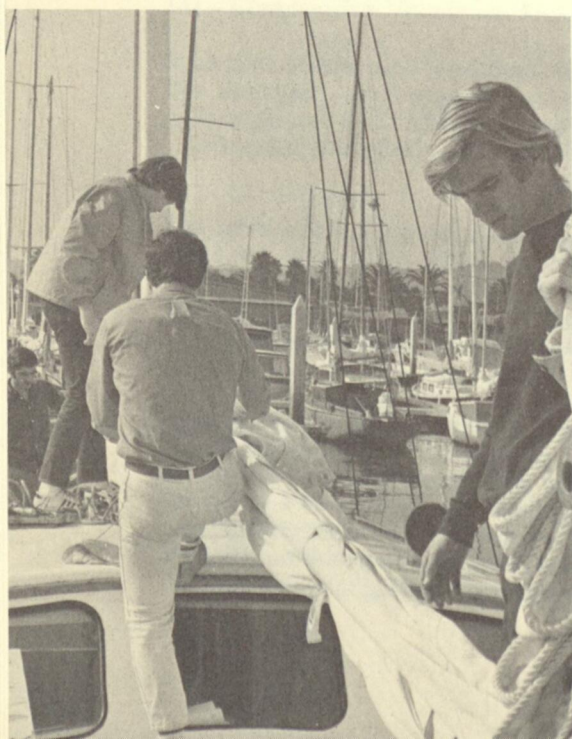
An intensive study of selective topics in physiology. Prerequisite: consent of department chairman.

201—Advanced Cellular and Molecular Biology (2)

Current topics will be discussed. Prerequisite: consent of department chairman.

202—Seminar in Environmental Biology (2)

Studies in ecology, environmental biology, and biological oceanography. Prerequisite: consent of department chairman.



BUSINESS ADMINISTRATION

A Division of the Department of Business Administration
and Economics

John P. McCabe, M.B.A., J.D., Chairman

Joseph Flores, Ph.D. Cand.

Paul Gardner, M.S., Ph.D. Cand.

Dom W. Greco, M.B.A.

Reverend James F. Hanley, Ph.D.

Edward Kahn, M.B.A., C.P.A.

Ethel A. Sykes, M.S.

The Department of Business Administration provides the necessary preparation for students to begin careers in business, government or institutional management, or for graduate study. The curriculum is designed to provide students with a substantial liberal arts education in addition to study in the students' area of special interest. The Department offers majors in Business Administration and Accounting.

Preparation for the Major: Accounting 1-2; Economics 1-2; Mathematics 1, 8, and 15.

The Major: The 24 upper division units must include Business Administration 101, 113, 142, 145, 146, 150, plus 6 elective Business Administration units.

Students planning to pursue the C.P.A. profession are encouraged to take the following additional courses: Business Administration 131, 144, and 156.

College for Women Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Religious Studies, either semester (3)	
Soc. Sci. (3)	Soc. Sci. (3)	Philosophy, either semester (3)	
Relig. Stud. 20 or	Phil. 10 or Relig.	Pol. Sci. 15 (4)	English 27 or
Phil. 10 (3)	Stud. 20 (3)	Science 11 (3)	28 (3)
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Science 13 (3)
Mathematics 1 (4)	Mathematics 8 (3)	Mathematics 15 (3)	Accounting 2 (3)
			Elective (4)
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
	Religious Studies,	either year (3)	
Bus. Adm. 101 (3)	Bus. Adm. 113 (3)	Bus. Adm. 142 (3)	Bus. Adm. 150 (3)
Bus. Adm. 145 (3)	Bus. Adm. 146 (3)	Bus. Adm.	Bus. Adm.
Language (4)	Language (4)	elective (3)	elective (3)
Phil. 130 (3)	Minor or	Language,	Minor and
Elective (3)	electives (6)	if needed (4)	electives (9)
		Minor and	
		electives (6)	

College for Men
Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Economics 1 (3)	Economics 2 (3)	Accounting 1 (3)	Accounting 2 (3)
English 25 (4)	English 26 (3)	Fine Arts (2)	Fine Arts (2)
Mathematics 1 (4)	Mathematics 8 (3)	Mathematics 15 (3)	English
Psychology 1 (3)	Pol. Sci. 15 (4)	Phil. 60 (3)	27 or 28 (3)
Phil. 10 (3)	Relig. Stud. 20 (3)	Science 11 (3)	Relig. Stud. (3)
		Speech 1 (2)	Science 13 (3)
			Elective (2-3)

<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Bus. Adm. 101 (3)	Bus. Adm. 113 (3)	Bus. Adm. 142 (3)	Bus. Adm. 150 (3)
Bus. Adm. 145 (3)	Bus. Adm. 146 (3)	Bus. Adm.	Bus. Adm.
Phil. 130 (3)	Relig. Stud. (3)	elective (3)	elective (3)
Electives, u.d. (6)	Electives (6)	Phil. selective (3)	Electives (9)
		Electives (6)	

- 101—Principles of Organization and Management (3)**
 Study of the theory and forms of organizational structure and the functions of management; formulation of policy and the decision-making process. Case study. (Fall, every year.)
- 112—Investments (3)**
 Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically and sources of analytical information and their use are studied. Prerequisite: Economics 1 and 2. (Fall, every year.)
- 113—Financial Management (3)**
 Analysis of financial policies and practices of business enterprises; principles of the effective management of the flow of funds for the firm; survey and evaluation of alternative methods of financing, capital budgeting, and capital valuation determination. Case study. Prerequisite: Economics 1 and 2, Business Administration 101. (Spring, every year.)
- 121—Personnel Management (3)**
 Procedures for recruitment, selection, placement, training; establishment of wage-salary structures; employee services; labor laws; collective bargaining methods; human relations in industry. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Fall, every year.)
- 122—Labor Relations (3)**
 Relations between management and labor unions; organization, election, and certification procedures of unions; techniques of collective bargaining; essentials of labor contracts and their significance; administration of the contract; mediation and arbitration of disputes; grievance procedures. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Spring, every year.)

- 123—**Production Management (3)**
Production planning; production control; materials purchasing and procurement; product development; modern techniques in production; effects of electronic data processing on inventory, work organization, quality control, and assembly line coordination. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Fall.)
- 131—**Marketing Management (3)**
Analysis of marketing policies and practices; the institutions and agencies of distribution; methods of marketing research; relationship of marketing to other areas of business operations. Case study. Prerequisite: Economics 1 and 2; Business Administration 101. (Spring.)
- 142—**Business and Society (3)**
Study of the environment in which business operates; the contributions, obligations, and relationships of business and society to one another. Prerequisite: Business Administration 101. (Fall, every year.)
- 144—**Business Policy (3)**
Study of the formulation and administration of business policy. Use of the case method to analyze the application of the various managerial specialties in the operation of a business enterprise.
- 145—**Business Law I (3)**
Study of aspects of business organization; agencies, sales, contracts, personal and real properties, and insurance and wills. Case study. Prerequisite: Economics 1 and 2. (Fall, every year.)
- 146—**Business Law II (3)**
Continued study in greater detail. Prerequisite: Business Administration 145. (Spring, every year.)
- 150—**Research Methods (3)**
A practical application of probability and general statistical theory, stressing survey techniques and report writing. Sampling, central tendency, dispersion, significant differences, inference, index numbers, time series, simple correlation and introduction to multi-factorial analysis, introductory operations research linear planning, and input-output analysis, and some elementary Bayesian and Monte Carlo methods. Prerequisite: Math. 15. (Spring.)
- 186—**Electronic Computer Principles and Applications (3)**
Study of data information systems and electronic computer logic, operations, and programming, emphasizing current and potential economic and business applications. Prerequisite: Math 1; Economics 1 and 2. (Fall.)
- 199—**Special Study (1 to 3)**
Study of management theory policies, practices, and problems through selective readings and case studies. Prerequisite: Business Administration major and senior standing. (Spring, every year.)

CHEMISTRY

Patricia S. Traylor, Ph.D., Chairman

John P. McDermott, Ph.D.

Jack D. Opdycke, Ph.D.

Donald B. Peterson, Ph.D.

Diana L. Stiggall, Ph.D.

Sister Patricia Shaffer, Ph.D. Cand.

Sister Agnes Schmit, Ph.D.

The Department of Chemistry provides a strong foundation in the principles and practices of modern chemistry and biochemistry within the framework of a liberal education. The programs prepare students for a wide variety of opportunities in the chemical and biochemical professions. These include research and development in the fields of industry, education, medicine, as well as teaching and graduate study. The Department of Chemistry also provides courses in chemistry for science students with majors other than chemistry; and participates in interdisciplinary programs designed to acquaint students in major fields other than natural science with the basic principles and methods of modern science and with the history and development of scientific thought.

Two programs are offered:

Plan A: A program designed to qualify graduates for positions as chemists, admission to graduate work in chemistry, or secondary school teaching in chemistry. Concentration is in *chemistry*.

Plan B: A program designed to qualify graduates for positions as biochemists, admission to graduate work in biochemistry, or for secondary teaching. Concentration is in *biochemistry*.

Chemistry Major, Plan A:

Preparation for the Major: Chemistry 10A-10B, 20, 90; Mathematics 50, 51; Physics 50-51.*

The Major: The twenty-four units of upper division work should include Chemistry 100A-100B, 110, 111A-111B, 120, and 140. Electives may be chosen from any other chemistry courses for which prerequisites have been met.

Chemistry Major, Plan B:

Preparation for the Major: Chemistry 10A-10B, 20; Mathematics 50, 51; Physics 42-43 or Physics 50-51; Biology 3-4 in Junior year.*

The Major: The twenty-four units of upper division work should include Chemistry 100A-100B, 105A-105B, 130, 131. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Those planning for graduate work are recommended to substitute Chemistry 90-110, for Chemistry 105A-105B, and also to add Chemistry 140.

Chemistry Minor: Minimum requirements for the minor are: Chemistry 10A-10B, 20, 100A-100B, and 105A-105B or its equivalent.

*Students planning for graduate work in chemistry or biochemistry are reminded that most graduate schools require a reading knowledge of German and French for graduate work in these two fields.

Recommended Program of Study

The following paradigms are included as *guides only*, and are not to be interpreted in a rigid sense. Flexibility is allowed to meet individual needs. Students are urged to consult with the *department chairman* early in their *freshman* and *sophomore* years to ensure that their needs and interests can be met.

Plan A: Major in *Chemistry* with concentration in *Chemistry*.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Chem. 10A (4)	Chem. 10B (4)	Chem. 20 (2)	Chem. 90 (3)
Math 50* (5)	Math 51 (5)	Chem. 100A (4)	Chem. 100B (4)
English 25 (4)	English 26 (3)	Physics 50 (4)	Physics 51 (4)
Relig. Stud. 20 (3)	Phil. 10 (3)	Relig. Stud. (3)	Soc. Sci. (3)
		Soc. Sci. (3)	Fine Arts (2)

*Students deficient in Mathematics may substitute Math 1 for Math 50, followed by Math 50 and 51.

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110 (3)	Chem. 111B (2)	Chem. 140 (3)	Chem. 190B (1)
Chem. 111A (2)	Chem. 120 (3)	Chem. 190A (1)	Chem.
Language (4)	Language (4)	Language (4)	elective (2-3)
Phil. 60 (3)	Phil. 130 (3)	Relig. Stud. (3)	Fine Arts (2)
English 27 or	Pol. Sci. 15 (4)	Electives (4-5)	Phil. selective (3)
28 (3)			Electives (6-7)

Plan B: Major in *Chemistry* with concentration in *Biochemistry*.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Chem. 10A (4)	Chem. 10B (4)	Chem. 20 (2)	Chem. 100B (4)
Math 50* (5)	Math 51 (5)	Chem. 100A (4)	Physics 43 (4)
English 25 (4)	English 26 (3)	Physics 42 (4)	Phil. 60 (3)
Relig. Stud. 20 (3)	Phil. 10 (3)	Relig. Stud. (3)	Soc. Sci. (3)
		Soc. Sci. (3)	Fine Arts (2)

(*See asterisk above)

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 105A (2)	Chem. 105B (2)	Chem. 140 or	Chem. 190B (1)
Chem. 130A (3)	Chem. 130B (3)	125 (3)	Chem. or Biol.
Chem. 131A (1)	Chem. 131B (1)	Chem. 190A (1)	elective (3-4)
Biology 3 (4)	Biology 4 (4)	Language (4)	Relig. Stud. (3)
Language (4)	Language (4)	English 27 or	Phil. selective (3)
Fine Arts (2)	Phil. 130 (3)	28 (3)	Electives (5-6)
		Pol. Sci. 15 (4)	

1—Introduction to Chemistry (0)

A non-credit course designed to prepare students for Chemistry 10. Basic principles and problem solving. Enrollment limited to those students who do not achieve a satisfactory score on the qualifying examination for Chemistry 10A. Two lecture periods weekly. (Spring, every year.)

10A-10B—General Chemistry (4-4)

Emphasis is given to basic principles including chemical stoichiometry, atomic and molecular structure, equilibria, dynamics, and nuclear chemistry. The laboratory emphasizes physico-chemical investigations based upon quantitative analytical techniques. Three lectures and one 4-hour laboratory period weekly. (Every year.)

20—Quantitative Chemistry (2)

Introduction to analytical methods such as acid-base, redox, and complexometric titrations, ion-exchange separations, column, thin-layer, and gas chromatography, gel filtration, visible and UV spectroscopy, radioisotope tracing. Applications of these to chemical and biochemical problems. Two 3-hour laboratory periods weekly. Prerequisite: Chemistry 10B. (Fall, every year.)

100A-100B—Organic Chemistry (4-4)

Lectures cover the structures, properties, and reactions of covalent compounds of the lighter elements. Laboratory involves separation and purification methods, measurement of physical properties, and organic syntheses and product analyses. Three lectures and one 4-hour laboratory period weekly. Prerequisite: Chemistry 10B. (Every year.)

105A-105B—Physical Chemistry for Life Sciences (2-2)

Principles of physical chemistry. Emphasis on those areas more specifically related to the biological and biochemical sciences. Two lecture periods weekly. Prerequisites: Chemistry 10B and Mathematics 8. (Every year if sufficient demand.)

90-110—Physical Chemistry (3-3)

Classical physical chemistry with major emphasis on chemical energetics and chemical dynamics. Three lectures weekly. Prerequisites: Chemistry 10B, and Mathematics 50. (Chemistry 110. Fall, 1971.)

111A—Experimental Physical Chemistry (2)

Laboratory work is focused on the study of chemical energetics. Two laboratory periods weekly. Prerequisite: Chemistry 90. (Fall, 1971.)

111B—Experimental Organic Chemistry (2)

Laboratory techniques, such as the use of class reactions, preparation of derivatives, chromatography, UV, IR, NMR spectroscopy will be applied to the separation and identification of organic compounds. Two laboratory periods weekly. Prerequisite: Chemistry 100B. (Spring, 1972.)

120—Theoretical Chemistry (3)

Fundamental principles of theoretical chemistry with emphasis on atomic and molecular structure and statistical thermodynamics. Three lectures weekly. Prerequisite: Chemistry 110. (Spring, 1972.)

125—Nuclear Chemistry and Radioisotope Methodology (3)

Basic concepts of nuclear science and radiotracer methods. Laboratory emphasizes training in handling radioisotopes and their application to problems in biology, biochemistry, chemistry, and related fields. Two lectures and one laboratory period weekly. Prerequisites: Chem. 10B, 20, 100, and a year of physics. (Spring, 1973.)

130A-130B—Biochemistry (3-3)

Study of the structure and properties of important biological compounds; enzymology; metabolism; biosynthesis of proteins and nucleic acids; biochemical genetics; body fluids; hormonal regulatory mechanisms; nutrition. Three lectures weekly and assigned readings. Prerequisites: Chem. 100B and concurrent or previous registration in Chem. 105 or 110. (Every year.)

131A-131B—Biochemical Methods (1-1)

Selected experiments utilizing current analytical methods and biochemical literature to explore the properties and functions of cellular constituents. One laboratory period per week. Prerequisite: Chem. 20 and concurrent or previous registration in Chem. 130. (Every year.)

140—Advanced Inorganic Chemistry (3)

A theoretical consideration of structure and reactivity of inorganic compounds. Three lectures weekly. Prerequisite: Chem. 10B. (Fall, 1971.)

160—Physical Organic Chemistry (3)

Application of modern theoretical concepts to the chemical and physical properties of organic compounds. Prerequisites: Chem. 90 and 100 B. (Spring, 1972.)

165—Photochemistry (2)

The interaction of visible and ultra-violet radiation with matter, emphasizing the chemical consequences. Two lectures weekly. (Spring, 1972.)

190A-190B—Seminar (1-1)

Seminar meetings with the staff. Student participation in consideration of special topics of current interest, as reported in the chemical literature. One hour per week. (Every year.)

199—Research (1 to 4)

An undergraduate research problem in chemistry or biochemistry. A written report is required. Enrollment open to qualified undergraduates or graduates. Prerequisite: consent of staff. One to three laboratory periods. (Every year.)

COMMUNICATION ARTS

101-102—Film Analysis (1-1)

(Every year.)

ECONOMICS

A Division of the Department of Business Administration
and Economics

John P. McCabe, M.B.A., J.D., Chairman

Joseph Flores, Ph.D. Cand.

Paul R. Gardner, M.A.

Dom W. Greco, M.B.A.

Reverend James F. Hanley, Ph.D.

Edward Kahn, M.B.A., C.P.A.

Ethel A. Sykes, M.S.

The program of this department is designed to serve the needs of three types of students of economics: (1) those terminating their formal education at the college level, and interested in careers in government, business or teaching; (2) those planning to pursue further professional training in schools of law or business administration; and (3) those intending to do graduate work in pure economics.

Preparation for the Major: The student must satisfy the general education requirements as set forth in this bulletin, plus Economics 1-2, Mathematics 15 and Accounting 1-2.

The Major: Economics 101, 111, 150, 199, and four upper division economics courses.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Accounting 1 (3)	Accounting 2 (3)
Philosophy 10 (3)	Relig. Stud. 20 (3)	English 27 or 28 (3)	Philosophy 60 (3)
Economics 1 (3)	Economics 2 (3)	Science 11 (3)	Science 13 (3)
Math. 1 (4)	Speech (2)	Economics 150 (3)	Economics 150 (3)
History (3)	Math. 8 (3)	Math. 15 (3)	Language (4)
	History (3)	Language (4)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Economics, u.d. (3)	Economics, u.d. (3)	Economics, u.d. (3)	Economics, u.d. (3)
Economics 101 (3)	Economics 111 (3)	Phil. selective (3)	Economics 199 (3)
Sociology 1 (3)	Fine Arts (2)	Electives (9)	Relig. Stud. 135 (3)
Philosophy 130 (3)	Relig. Stud. (3)		Electives (6)
Electives (4)	Pol. Sci. 15 (4)		

1—Principles of Economics (3)

Introductory study of the institutions and processes of creating and distributing goods and services. An analysis of the national economy. (Fall, every year.)

2—Principles of Economics (3)

Introductory study of markets and prices; demand and supply

analysis and income distribution are examined. An analysis of the market economy. (Spring, every year.)

101—Micro-Economic Theory: Firm and Price Analysis (3)

Study of the micro-economic factors that determine the firm's output, use of economic resources, and the pricing of its goods and services in the competitive, monopoly, monopolistic-competitive, and oligopoly markets; theories of demand, cost, production, supply, and income distribution are examined. Prerequisite: Economics 1-2. (Fall, every year.)

102—Public Finance (3)

Study of the revenues and expenditures of federal, state, and local governments; theories of taxation, borrowing, debt, deficit financing, budgeting, and inter-governmental relations are examined. Prerequisite: Economics 1-2. (Spring, every year.)

106—Economic History of the United States (3)

Survey of American economic development and growth; national legislation in the field of economics and business are examined. (Fall, 1971.)

110—Money and Banking (3)

The theory, organization, and operation of the commercial banking system; the relation of money and credit to prices and monetary policies. Prerequisite: Economics 1-2. (Fall, every year.)

111—Macro-Economic Theory: Money and Income Analysis (3)

Study of the macro-economic factors that determine the economic level of income, employment, and prices; theories of money and savings and investment are examined. Prerequisite: Economics 1-2. (Spring, every year.)

122—Labor Economics (3)

Relations between management and labor unions; organization, election, and certification procedures of unions; techniques of collective bargaining; essentials of labor contracts and their significance; administration of the contract; mediation and arbitration of disputes; grievance procedures. Case study. Prerequisites: Economics 1-2 and Business Administration 101. (Spring, every year.)

123—Economic Development and Growth (3)

Study of the historical background and contemporary determinants of economic development and growth in both the economically developed and under-developed nations; theories of capital formation, capital output ratios, and planning are examined. Prerequisite: Economics 1-2. (Fall, every year.)

133—International Economics (3)

Study of the bases and patterns of international trade of goods and services and capital movements; theories of international economics, foreign exchange, balance of payments, and tariffs and their institutional settings are examined. Prerequisite: Economics 1-2. (Fall, every year.)

140—History of Economic Thought and Comparative Economic Systems (3)

Study of the history of economic thought and doctrine from Greek

to modern times; theories of capitalism, socialism, communism, and fascism are examined. (Spring, every year.)

145—Urban Economics

An historical survey of the American city in its relationships to the factory, the enterprises that serve the factory, and the availability of tax funds, together with a resume of the effects of suburbanization by the factory on the inner city. Demographic and employment opportunity results of decay in the inner city. Investigation of proposed and attempted solutions of resulting problems. (Spring, every year.)

150—Research Methods (3)

A practical application of probability and general statistical theory, stressing survey techniques and report writing. Sampling, central tendency, dispersion, significant differences, inference, index numbers, time series, simple correlation and introduction to multifactorial analysis, introductory operations research, linear programming, and input-output analysis, and some elementary Bayesian and Monte Carlo methods. Prerequisite: Mathematics 15. (Spring.)

155—Economics of Monopoly (3)

Review of anti-trust legislation as well as an analysis of the metamorphosis of Supreme Court and administrative decisions under various acts to limit economic power, with emphasis on the present and future status of conglomerates. (Spring.)

170—Mathematical Economics and Econometrics (3)

Study of the use of mathematics in economic analysis and its application in econometric models of the economy and business. Prerequisite: Mathematics 1; Economics 1-2, 101 and 111. (Spring.)

199—Special Study (1 to 3)

Study of economic theory and public policy through selective readings and research. Prerequisite: economics major and senior standing. (Spring, every year.)

200—Economic Theory, Practice, and Public Policy: The National Economy (3)

A study of contemporary national economic issues through reading, research, and discussion of the scholarly, legislative, and popular literature on these matters. Each student will prepare and defend a position paper on a selected issue.

201—Economic Theory, Practice, and Public Policy: The International Economy (3)

A study in contemporary international economic issues through reading, research, and discussion of the scholarly, legislative, and popular literature on these matters. Each student will prepare and defend a position paper on a selected issue.

202—Seminar in Economics (3)

Seminar in methods and techniques of teaching economics at the secondary level, including various problems of an economic nature relating to the secondary school system.

EDUCATION

Robert E. Nelson, Ed.D., Chairman

Sister Margaret Guest, Ph.D., Director of Elementary Education

Frank P. Belcastro, Ph.D., Director of Secondary Education

De Forest L. Strunk, Ed.D., Director of Special Education

Jack R. Morrison, Ph.D., Director of Counselor Education

David Cherry, M.S.

Henry J. Martin, Ed.D.

PROGRAM FOR THE STANDARD TEACHING CREDENTIAL—
ELEMENTARY SPECIALIZATION

Recommended Program of Study

FRESHMAN YEAR		SOPHOMORE YEAR	
Sem. I Units	Sem. II Units	Sem. I Units	Sem. II Units
4 English	3	3 Philosophy and Relig. Stud.	3
3 History	3	3 or 4 English or Pol. Sci.	3 or 4
4 Language	4	3 Science 11, 12	3
3 Philosophy and Relig. Stud.	3	3 Major or Minor Prerequisites	3
2 or 3 Electives	3	3 Psychology 1 or 2, or Math. 100	3
		Health Education 24	1
16 or 17	16	15 or 16	16 or 17
JUNIOR YEAR		SENIOR YEAR	
Sem. I	Sem. II	Sem. I	Sem. II
	Religious Studies, either year (3)		
3 Adv. English Composition (175)		6 Major	6
6 Major	6	Minor	3
3 Minor	3	1 or 2 Music or Art Prerequisite	1 or 2
3 Science		Student Teaching, Level 2 (331A)	2
2 Speech or		5 Curriculum and Instructional	
Art Prerequisites	2	Procedures (131A, B)	
Psychological Foundations, (111)	2	3 Philosophy or Relig. Stud.	3
c/Observations (S.T., Level 1)	1	15 or 16	15 or 16
Philosophy	3		
17	17		
GRADUATE YEAR		NOTES: Curriculum and Instructional Procedures:	
Sem. I	Sem. II		
5 Student Teaching, Level 3	8	A: Reading and the other language arts.	
Curriculum & Instructional		B: Social studies, science, health.	
Procedures (B) (131C)		C: Art, music, physical education, arithmetic.	
3 Social Foundations of			
Education (130)			
Educ. of Disadvantaged (181)	2		
3 Minor and Major	3		
3 Ed. Course			
Elementary Student Teaching			
Seminar (303)	1		
14	14		
		Summary of professional preparation:	
		Course Work	21
		Student Teaching	11

I. Admission to the Program

1. A course in Psychological Foundations of Education (Ed. 111), offered in the second semester of the junior year, is considered an exploratory course. Here, the student, in the subject matter of the course and in related observation-participation experiences in nearby elementary schools, can test the reality of his interest in working with children. Likewise, the faculty is enabled, by the manner in which the student fulfills the requirements of this course, to judge his qualifications for entry into the program.
2. Official admittance into the program is based upon No. 1 above, and upon the student's having earned a grade point average of at least 2.5 in the first 2½ years of college work. Qualified college graduates may also apply.
3. Majors and Minors for Elementary Specialization:
 Single subject majors: art, biological sciences, chemistry, English, French, history, music, philosophy, political science, psychology, sociology, Spanish.
 Interdepartmental major: social science.
 Minors: same as majors, plus speech, drama, library science, special education.

II. Recommendation for the Credential

1. The undergraduate work and a year of postgraduate work must include a course in Mathematics 100, advanced English composition (Eng. 175), a year course in American history (Hist. 178-179 or 176-177), and two of the following history courses: Latin America, Africa, California. Modifications in these requirements are usually made for transfer graduate students.
2. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.

Requirements, in general summary, are as follows:

- a. General Education: regular B.A. degree requirements, plus:

Art 6A	History 178-179 or History
Music 20	176-177 (American History)
Health Ed. 24	Two of the following:
Mathematics 100	History 160 I, III, or
English 175	IV (Latin America)
	History 188 (California)
	History 195 (Africa)

(Art and/or Music may be waived if proficiency is evidenced.)

- b. Major and Minor: preferably in subjects commonly taught in the public schools; either or both may be interdepartmental. If a student chooses to major in a subject receiving little or no emphasis in the elementary school curriculum, he will be required to develop a second minor in an area receiving predominant emphasis in the elementary school. No lower division units (1-99) are acceptable toward the "fifth year" requirement.

c. Professional preparation:

- 1) Course work: Education 111, 130, 131A, 131B, 131C, 181, 303, and usually one additional course.
- 2) Student teaching: Education 111, 331A, 331B. (Students who desire certification to teach the mentally retarded, and have completed prerequisites, may take Ed. 331C and D instead of Ed. 331A and B.)

PROGRAMS FOR THE STANDARD TEACHING CREDENTIAL— SECONDARY SPECIALIZATION

A. Fifth-Year Secondary Education Credential Program

This program is open to students already in possession of a bachelor's degree. Subject to modification and dependent upon the candidate's preparation, the requirements for this program are as follows:

	Units
1. Major or minor field	6
2. Social Foundations of Education (Ed. 130)	3*
3. Psychological Foundations of Education (Ed. 111)	3*
4. General Methods, Curriculum, Observation, and Audio-Visual (Ed. 132)	4*
5. Special Methods in major field (optional) (Ed. 301)	
6. Education electives (advisor-approved)	8-9
7. Student Teaching	6
(Full-day assignment for one semester)	

Total: 30-31

B. Five-Year Secondary Credential Program: USD Undergraduate Plus Master of Education Degree in Fifth Year

This program is open to undergraduate students who wish to earn both a secondary credential and a Master of Education degree in the same amount of time that it takes a graduate student to earn only a credential. This is accomplished by beginning the credential program in the undergraduate years with the student taking his electives in education courses. The required fifth year can then be devoted to the Master of Education degree instead of the credential.

Program Requirements

1. Admission to the program is by application. Applications may be obtained from the secretary of the department. At the same time an appointment must be made with the Director of Secondary Education in order to plan a tentative program.
2. In general students enter the program in the first semester of their junior year.
3. Students should have at least an overall grade point average of 2.5, and 2.5 in their teaching field, on a four-point scale, to be admitted into the program. This minimum average must be maintained to continue the program.

*Must precede student teaching.

4. Students must have a major in academic subject fields commonly taught in junior and senior high schools (as defined by the State of California). If the major is in an academic subject not commonly taught in high school, e.g., in philosophy, two minors must be earned in areas commonly taught in the secondary school.
5. The undergraduate work and an additional year of postgraduate work must include one course in advanced English composition (English 175).
6. In addition to the advanced English composition requirement, English majors must have two courses in American literature.
7. Social Science majors are required to have a strong background in the areas of United States history and government. They must have courses in two of the following areas: Near East, Far East or Asian Studies; Latin America; Africa.
8. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.
Requirements, in general, are as follows:
 - a. General Education: regular B.A. degree requirements. All should have Political Science 15 to complete U.S. Constitution requirements. Transfer students must meet the State Department requirements for general education.
 - b. The major must be expanded in the fifth year by at least 6 units of work acceptable at the graduate level. No lower division units (1-99) are acceptable towards the fifth year requirement.
 - c. Professional preparation:
 - 1) Course work: Education 111, 130, 132, and usually three additional courses by advisement.
 - 2) Field work: Education 132, 332.
9. Majors and Minors for Secondary Specialization offered at the University of San Diego:

Single Subject Majors: art, biological sciences, chemistry, economics, English, French, history, mathematics, Mexican studies, music, philosophy, physics, political science, psychology, sociology, Spanish, speech.

Interdepartmental Majors: physical sciences, with emphasis on chemistry or physics; social sciences, with emphasis on anthropology, economics, history, political science, psychology, or sociology.

Single Subject Minors: art, biological sciences, chemistry, drama, economics, English, French, German, history, Latin, library science, mathematics, music, philosophy, physics, political science, psychology, sociology, Spanish, special education, speech.

Freshman Year**			Sophomore Year**		
Semester I	Semester II		Semester I	Semester II	
4 English 25	English 26	3	3 English 27	Phil. 60	3
3 Relig. Stud. 20	Phil. 10	3	or 28	Science 12	3
3 History 11	History 12	3	3 Relig. Stud.	Pol. Sci. 15	4
2-3 Elective	Elective	2-3	3 Science 11	Elective	3
4 Language	Language	4	4 Language, if needed	Major	3
			3 Elective		
Junior Year **			Senior Year**		
Semester I	Semester II		Semester I	Semester II	
3 Phil. 130	Relig. Stud.	3	6 Major	Major	3
3 Science 13	Major	6	6 Minor	*Student	
6 Major	Ed. 130	3	3 Eng. 175	Teaching	6
3 Ed. 111	Ed. 132	4	3 Phil. selective	Electives	4
2 Fine Arts	Fine Arts	2			
Graduate Year — M.Ed.**			*Units earned in student teaching must be in addition to the 124 units required for the bachelor's degree. **These are sample programs for each year. Variations and individual programs can be arranged with the education advisor. Course work toward the credential is also offered in the University's Summer Session.		
Semester I	Semester II				
3 Ed. 200	Ed. 112	3			
3 Ed. 270	Ed. 237	3			
3 Ed. 272	Ed. 274	3			
3 Major	Major	3			
3 Elective	Ed. 276	3			

PROGRAMS IN SPECIAL EDUCATION

In response to the increasing need for qualified personnel in the education of exceptional children, an undergraduate program and a sequential program leading to an M.A. or M.Ed. in Special Education are offered both during the academic year and summer sessions. Thorough academic training and necessary field experience are available to students preparing for positions as educators of exceptional children. This program fulfills the California certification requirements for the restricted Special Education Credential, and when applied as a teaching minor, for the Standard Teaching Credential in Elementary or Secondary Education.

Graduate fellowships and senior year traineeships are available under provisions of Public Law 85-926, as amended. Qualified applicants selected for participation in the program will receive tuition and fees plus a stipend for living expenses. Requests for application forms or additional information should be directed to Director of Special Education, University of San Diego.

A) Undergraduate Special Education Minor

This program is open to undergraduate students as an academic minor. Subject to modification and dependent upon the candidate's preparation, the suggested sequence for the minor is as follows:

Suggested Sequence for Special Education Minor*

YEAR	FALL SEMESTER	SPRING SEMESTER
Sophomore		Ed. 190 Psychology of Exceptional Children (3)
Junior	Ed. 191 Psychology of the Mentally Retarded (3) Ed. 196 Field Experience with Exceptional Children (3)	Ed. 111 Psychological Foundations for Teachers (3) Ed. 193 Speech and Language Development (3)
Senior	Ed. 194 Curriculum Development for Educable Mentally Retarded (3)	Ed. 297 Organic Basis of Mental Retardation (3)
5th Year	†Ed. 192 Psychology of the Emotionally Disturbed (3) or Ed. 181 Psychology and Methods for Teachers of the Disadvantaged (2) Ed. 298 Counseling of the Handicapped and their Parents (3)	Ed. 294 Problems in Teaching the Mentally Retarded (3)

*for the degree, with indication of 5th year sequence to complete teaching minor in mental retardation — subject to advisor's approval.

†for non-credential minors.

B) Restricted Credential in Special Education

This program is open to students who have already completed a bachelor's degree. It is designed for students wishing to enter the field of Special Education solely. Requirements, dependent on students' prior training, include the following (subject to advisor's approval):

	Units
1. Ed. 111 Psychological Foundations for Teachers	3
2. Ed. 130 Social Foundations of Education	3
3. Special Ed. Core:	
Ed. 190 Psychology of Exceptional Children	3
Ed. 193 Speech and Language Development	3
Ed. 196 Field Experience with Exceptional Children	3
Ed. 298 Counseling the Handicapped and their Parents	3
Ed. 390 Student Teaching in Special Education	3-6

4. Mental Retardation Core:		
Ed. 191	Psychology of the Mentally Retarded	3
Ed. 194	Curriculum Development for Educable Mentally Retarded	3
Ed. 197	Curriculum for the Trainable and Severely Mentally Retarded	3
Ed. 297	Organic Basis of Mental Retardation	3

 30-36

C) Five Year Restricted Credential Program in Special Education with Master of Education Degree

This program is open to undergraduate students who wish to earn both a restricted Special Education Credential and a Master of Education degree during the same time periods. This may be accomplished by beginning the credential program in the undergraduate years and devoting the fifth year to graduate level work with the Master of Education degree program. Advisement on such programs requires the approval of the Director of the Special Education Division, Department of Education. Further information is available in the Graduate Catalog.

D) Combined Standard Elementary Teaching Credential Program with Special Education or Combined Standard Secondary Teaching Credential Program with Special Education

These programs are open to qualified students who wish to obtain a Standard Elementary Teaching Credential with Special Education or a Standard Secondary Teaching Credential with Special Education. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and exceptional children. Students wishing the outline of the combined programs should contact the Special Education Division, Department of Education. Programs are subject to the approval of divisions involved.

Admission to any of the above programs is by application to the Division of Special Education.

GRADUATE PROGRAMS IN COUNSELOR EDUCATION

The University of San Diego Division of Counselor Education offers coursework leading to the *Standard Designated Services Credential* with a specialization in Pupil Counseling. The purposes of this field of concentration are to develop in the credential candidate competencies in using the materials and techniques of school counseling and guidance. The PPS credential programs are designed to prepare candidates from teaching and non-teaching backgrounds. However, most of our candidates have had teaching experience. The program's flexibility permits the candidate to pursue the credential and the Master's Degree simultaneously. Candidates may prepare for related work in community agencies.

Undergraduate Courses

50—Introduction to Education of Disadvantaged Children (1)

Preliminary concepts to serve as a basis for paraprofessional field services for disadvantaged children in the schools. (Fall, every year.)

111—Psychological Foundations for Teachers (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in classrooms and playground situations in 14 one-hour sessions. Suburban and "inner-city" schools are visited. Prerequisite: Psychology 1 or 2. (Every semester.)

112—Test Construction and Evaluation (3)

Construction and use of classroom tests; critical evaluation of standard tests; organization of a school testing program; principles of classroom evaluation. (Spring, every year.)

130—Social Foundations of Education (3)

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. (Every semester.)

131—Curriculum and Instructional Procedures for the Elementary School

131A—(2+1)

Two class periods weekly are given to a study of elementary reading programs, both traditional and innovative: content, sequence, methodology. Special attention is given to candidates' development of proficiency in the teaching of phonics. Methodology for the other language arts is developed in the remaining class periods. (Fall, every year.)

131B—(2)

This course emphasizes selection and integration, scope and sequence of content in social studies, natural science, and health education, as well as procedures in planning and in guiding learning in these areas. Prerequisites: Science 11, 12, 13, Health Education 24 or equivalents. (Fall, every year.)

131C—(5)

A 5-unit block concerned with elementary curriculum and procedures in the areas of music, art, physical education, and mathematics. Emphasis on interrelationships and integration. Prerequisites: Mathematics 100, Art 10, Music 20, or equivalents. (Fall, every year.)

In connection with the above courses, credential candidates must complete a non-credit A-V practicum.

132—General Secondary Methods, Curriculum, Observation, and Audio-Visual Instruction (4)

Principles and methods of instruction; a minimum of ten classroom observations in a minimum of five selected schools; a planned program of laboratory practice in the preparation and use of audio-visual materials and equipment; discussion seminars. (Every semester.)

133-139—Curriculum and Methods for the Elementary School

133—Mathematics (2)

134—Reading (2)

135—Language Arts (1 or 2)

136—Music (2)

137—Science (1 or 2)

138—Social Sciences (2)

139—Art (2)

167—Counseling and Guidance (3)

Introduction to the theories and techniques of guidance with emphasis on the teacher's role in the guidance program. (Spring, every year.)

178—Philosophy of Education (3-3)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, and methodology, and an assessment of their social and educational significance. Prerequisite: junior standing.

181—Psychology and Methods for Teachers of the Disadvantaged (2)

Development of background, procedures, and techniques for teachers of the disadvantaged and a study of human relations, counseling, and teaching methods, with emphasis on assisting teachers to improve academic achievement and levels of aspiration. Required of candidates for the elementary credential. (Spring, every year.)

182—Psychology and Methods for Teaching English as a Second Language (2)

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds. (SS, 1971.)

190—Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for exceptional children, including the mentally and physically handicapped, the emotionally disturbed, and the gifted, with special consideration of adjustment problems. Prerequisite: Psychology 1 or 2. (Spring, every year.)

191—Psychology of the Mentally Retarded (3)

Organic and cultural basis of retardation, development and learning characteristics of the retarded, and consequent problems in social, psychological, and vocational adjustment. (Fall, every year.)

192—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction of problems of counseling, psychotherapy, and effective teaching methods. Prerequisite: Education 111 or equivalent. (Fall, every year.)

193—Speech and Language Development (3)

Speech and language development and speech disorders. Survey and correction of speech disorders, including problems of delayed and retarded language, impaired articulation, stuttering, and speech difficulties of brain damaged, retarded, and hard of hearing children. Specific suggestions for aiding speech improvement in the classroom are included. Benefits both the regular classroom teacher and the teacher of the handicapped. (Spring, every year.)

194—Curriculum Development for Educable Mentally Retarded (3)

A practical presentation of philosophy, aims, materials, and methods of teaching the educable mentally retarded, with emphasis on their education at the elementary school level. Prerequisite: Ed. 191, or permission of the instructor. (Fall, every year.)



194B—Arts and Crafts for Handicapped Children (1 or 2)

A laboratory course designed to prepare teachers and others in the area of arts and crafts for the handicapped.

195—Learning Disabilities in Education (3)

A survey course in the identification, diagnosis, evaluation of children with learning disabilities. Emphasis will be on the role of the school, and case study techniques and the diagnostic team concept will be stressed. (SS, 1971-1972.)

196—Field Experiences with Exceptional Children (3)

Directed observation and participation in programs serving exceptional children and youth. These will be in a variety of educational as well as other settings serving such exceptionalities. (Minimum 125 clock hours.) (Every semester.)

197—Curriculum for the Severely and Trainable Mentally Retarded (3)

A comprehensive course dealing with programs for the trainable mentally retarded including teaching methods and materials, training needs and life-time program planning. Emphasis also given on parental counseling. Prerequisite: Education 190 or consent of instructor.

199—Independent Study (1-3)

Open to qualified upper-division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisite: consent of advisor.

Graduate Courses

200—Research Design and Methodology (3)

Study of the major types of educational research, methods of data collection and treatment; critical analysis of reported research; guidelines for thesis preparation.

201A—Curricular Innovations in Education: Methods for Independent Study (3)

The course stresses teacher-initiated curricular changes in the secondary and elementary levels. Emphasis is on independent study techniques, seminar techniques, the nature of creativity, and methods of program design.

203—Seminar: Problems in Reading Efficiency (3)

A critical review of current issues and research in efficient reading. A study of the psychological and physiological factors of reading by the use of eye-movement photography, visual skills testing, and standard diagnostic tests. Both classroom and laboratory methods of instruction will be studied.

207—Pupil Personnel Services and Career Development (3)

Basic services, concepts and procedures of Pupil Personnel Services, including theory, methods, and materials for the guidance and counseling of individual students whose problems of choice, decision, and adjustment fall within the normal range. Course emphasis is upon career (educational and vocational) planning and development.

209—The School in Society (3)

A treatment of the relationship between the community and the school; the sociological aspects of the school, such as role, status, formal and informal groups.

210—Advanced Educational Psychology (3)

Emphasizes classroom applications of the findings of research in the areas of learning and of individual and group differences.

214—Theories of Learning and Teaching (3)

A study of recent formulations of theory relating to modes of learning, and of correlative teaching strategies. Consideration of research investigations which have both given rise to and been a consequence of these formulations. Some consideration of "classical" learning theories. Prerequisite: Ed. 111, or equivalent.

215—Differential Psychology (3)

Advanced study in the origin, nature, and extent of individual differences, with consideration of the psychological and educational significance of such differences.

219—Individual Psychological Testing (3)

Theory and practice of intelligence testing, including the administration, scoring, and interpretation of the Stanford-Binet and the Wechsler Scales. Prerequisites: Ed. 112 and consent of the instructor.

221A-221B—Historical and Philosophical Backgrounds of Education (3-3)

Seminar: A study of the factors and forces which have contributed to and influenced the development of the American school system of today.

221A: From ancient times through the Renaissance and Reformation;

221B: From the Reformation through contemporary times.

221C—International Education (3)

A study of the school systems of selected European and Asian countries; comparison with the U.S. system; consideration of cultural and political implications. Seminar. Prerequisite: Ed. 130 or equivalent.

230—Curriculum Development and Organization (3)

How a curriculum comes into being; traditional and typical programs; trends in curriculum revision; relationship to other aspects of educational planning. Emphasis may be on elementary or secondary school curriculum according to the student's need or interest.

237—Advanced Studies in Elementary and Secondary Education (3)

A seminar planned for in-service teachers in which special studies are made of such areas as: learning difficulties and remediation; adjustment of curricula to the emerging American and world scene, innovative procedures in instruction, etc.

237A—The Elementary School (3)

237B—The Secondary School (3)

250—Educational Administration and Supervision (3)

The role of the supervisor or principal as professional leader of the school; the administration of such services as the media and learning center; the role of the principal in school-community relations.

260—The Junior College (3)

An introduction to the junior college, the course will give particular attention to the purposes and functions of the junior college and its relationship to other units of the educational system. Topics include the history of the junior college, its development, administration, curricula, instruction, and student personnel.

262—Research Projects in Education (3)

Prerequisite: Education 200.

Application of research techniques to a study of some specific problem.

264—Thesis (6)

266—Tests and Measurements in Pupil Personnel Services (3)

Theory, administration, and interpretation of group tests commonly used by school counselors. Laboratory fee. Consent of advisor by preregistration.

267—Practicum in Pupil Personnel Services (6)

Weekly seminars, plus directed practice with secondary school students, in the application of testing, guidance and counseling principles pertinent to Pupil Personnel Services. Staffing sessions, intensive report writing, case studies. Laboratory fee. Consent of advisor by preregistration.

268—Organization and Administration of Pupil Personnel Programs (3)

Procedures in Organization and Administration of Pupil Personnel Programs with emphasis on school guidance programs in the secondary school. Laboratory and field experiences in the various elements of the guidance program including role, function and assignment of personnel, budgeting, facilities, and record keeping.

Relevant laws pertaining to education, welfare, attendance, and employment of school children. Review of community referral resources for guidance services.

269A-269B—Field Experience in Pupil Personnel Services (3)

Supervised assignments in Pupil Personnel Services will vary according to the candidate's program. Seminar weekly. Laboratory fee. Consent of advisor by preregistration.

270—The Secondary Curriculum: Theory, Rationale, Design (3)

A study of the essential structural components of secondary curriculum and the role of the educator in making defensible curriculum decisions. Issues related to curricular aims, content, designs, and evaluation are examined with the assistance of curriculum theory.

272—Recent Research on the Teaching of School Subjects (3)

Each student will investigate, summarize, and interpret systematically recent research pertinent to his area of teaching.

274—Adolescent Psychology (3)

The study of the physical, emotional, intellectual, and social characteristics of adolescents with emphasis on classroom application.

276—Behavior Modification in the Secondary Schools (3)

Behavior modification theory and its application to the secondary classroom with emphasis on procedures designed to modify classroom behavior.

281—Advanced Studies: Depth Study of Target Area Schools (3)

This course considers in depth theory, research, and successful innovative practices in educational provisions for the disadvantaged.

294—Problems in Teaching the Mentally Retarded (3)

Seminar on curricular and methodological problems, with emphasis on innovative approaches in these areas. Prerequisite: Education 194.

296—Seminar in Special Education (1)

An integrative special education seminar designed to coalesce current thinking in various aspects of programs for the exceptional child and youth. The course will meet one 2-hour session per month for entire academic year. Course may be repeated. Prerequisite: consent of division director.

297—Organic Basis of Mental Retardation (3)

Depth study of etiology, classification, diagnosis, and assessment of mental retardation. Prerequisite: instructor's approval.

298—Counseling of the Handicapped and their Parents (3)

Educational, mental, social, and vocational counseling of the handicapped and their parents: principles and practices. Includes evaluative tools and procedures. Prerequisite: Psychology 1 or 2, Education 111 or equivalent.

299—Independent Study (1-3)

301—Special Methods in the Secondary School (2)

Curriculum and instructional procedures and materials in specific subject areas.

303—Elementary Student Teacher Seminar (1)

Weekly seminar on classroom behavior problems of children. School district guidance (and other) personnel frequently participate. Required of elementary credential candidates. (Spring, every year.)

331—Student Teaching in the Elementary School

331A—Level 2 (2)

Involves one full morning weekly or two half mornings in San Diego City Schools. A majority of the time is spent in participation-teaching in a single classroom, but included are weekly one-period observations at the different grade levels. A related seminar meets weekly. (Special Education minors are assigned to both regular and mentally retarded classrooms.)

331B—Level 3 (8)

Supervised teaching is done in selected classrooms of the San Diego City public school system. (Every morning for one semester.)

331C—Level 2 (2)

Similar to Education 196, but designed for Mental Retardation Credential students also working for the Standard Elementary Credential. One-half the assignment is spent in situations involving regular elementary school youngsters, the other half is spent in settings serving exceptional children.

331D—Level 3—Special Education and Elementary Education (8)

Supervised student teaching in elementary schools serving both regular and exceptional children. One-half of assignment is spent in a regular classroom. The remaining time is spent in settings serving exceptional children.

332A-332B—Student Teaching in the Secondary School (6) or (3-3)

Supervised teaching assignments are in selected classrooms of the San Diego City and other participating public school systems. (Full day for one semester.) Prerequisite: admission to program and consent of credential advisor. (Every semester.)

390—Student Teaching in Special Education (3-6)

Supervised student teaching in settings serving exceptional children and youth. (Minimum of 200 clock hours.) Prerequisite: admission to the program and consent of credential advisor. (Every semester.)



ENGLISH

Sister Helen McHugh, Ph.D., Chairman

Sharla Blendinger, M.A.

Mary F. deMourol, Ph.D.

Sister Sally Furay, Ph.D.

Lee F. Gerlach, Ph.D.

Ronald H. Hill, Ph.D. Cand.

Lynn K. Horobetz, Ph.D. Cand.

Marcia Bowman Klein, M.A.

Benjamin M. Nyce, Ph.D.

Irving W. Parker, M.A.

Denver G. Sasser, Ph.D. Cand.

The students must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Preparation for the Major: English 25, 26, 27, 28

The Major: Twenty-four units of upper division work. This should include: one course in Shakespeare; choice of one course in medieval, renaissance or eighteenth century literature; a course in nineteenth century literature; a course in American literature; a course in contemporary poetry.

The student is advised to include courses in each of the principal genres, i.e., poetry, drama, and fiction, in the twenty-four units.

Credential candidates are required to take a course in advanced composition and a course in the study of the English language.

The Minor: English 25, 26, 27, and nine upper division units. English 175 and 190 are required of credential candidates.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	English 27 (3)	Pol. Sci. 15 (4)
History 11 (3)	History 12 (3)	Science 11 (3)	Science (3)
Relig. Stud. 20 or	Phil. 10 or Relig.	Phil. 60 (3)	Relig. Stud. (3)
Phil. 10 (3)	Stud. 20 (3)	Language, if	English 28 (3)
Language (4)	Language (4)	needed (4)	Electives (3)
Electives (2-3)	Electives (3)	Electives (3-4)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies, either year (3)		
English (6)	English (6)	English (6)	English (6)
Science (3)	Minor and	Minor and	Minor and
Minor and	electives (10)	electives (9)	electives (10)
electives (6)			
Phil. 130, either semester (3)		Phil. selective, either semester (3)	

- 1—Basic Composition (2 or 3)
For those who need it, additional training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses. (Fall, every year.)
- 2A—English as a Second Language (3)
Instruction, practical exercises, extensive drill in the fundamentals of expression and comprehension of the language. The course will be adapted to the needs of the group. (Fall, every year.)
- 2B—English as a Second Language (3)
Problems in the use of English. (Spring, every year.)
- 25—Literature and Composition I: Epic and Drama (4)
Study of such writers as Homer, Virgil, Dante, Sophocles, Shakespeare, seventeenth century French dramatists, nineteenth century writers such as Ibsen and Chekhov, and selected dramatists of the twentieth century. Principles and methods of expository writing; research paper. (Every semester.)
- 26—Literature II: Poetry (3)
Readings from selected works of major figures from Chaucer to contemporary poets, British and American. (Every semester.)
- 25H-26H
The same program as above on a more advanced level for honor students.
- 27—Literature III: Prose Forms (3)
Reading in various forms of fiction by writers such as Cervantes, Balzac, Melville, Flaubert, James, Hemingway, Lawrence, K. A. Porter. Essays will also be read. (Every semester.)
- 28—Modern World Literature (3)
A study of representative works of poetry, fiction, and drama written during the last hundred years or so by foreign authors such as Proust, Dostoevsky, Kafka, Mann, Unamuno, Valery, Rilke, Achebe. (Every semester.)
- 29—African Literature (3)
A study of poetry, prose fiction, and essays written by Black Africans in the last thirty years. (Fall, 1972.)
- 100—Literature in the West: 400-1400 (3)
A study of religious and secular works from St. Augustine through Malory. (Spring, 1973.)
- 104—Nordic and Icelandic Literature (3)
A study of epics and sagas such as *Beowulf*, *Niebelungenlied*, *Heimskringla*, *Grettirsaga*, *Njalsaga*. (Fall, 1971.)
- 109—Chaucer (3)
Reading and critical analysis of the principal works of Chaucer, *The Canterbury Tales* and *Troilus and Criseyda*. (Fall, 1972.)

- 113—**Sixteenth Century Studies (3)**
Selected readings from prose and poetry of the sixteenth century. (Fall, 1971.)
- 116—**Shakespeare I (3)**
A reading course in the major plays. (Spring, every year.)
- 117—**Shakespeare II (3)**
Advanced studies in Shakespeare. Prerequisite: English 116 or consent of the instructor. (Offered when sufficient demand.)
- 118—**Renaissance Drama (3)**
Plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others. (Fall, 1972.)
- 119—**Seventeenth Century Studies (3)**
Selected readings from prose and poetry of the seventeenth century. (Fall, 1972.)
- 120—**Milton (3)**
A reading course concentrating on *Paradise Lost* and *Samson Agonistes*; includes shorter poems and selected prose. (Spring, 1972.)
- 123—**Eighteenth Century Studies (3)**
Selected readings from prose and poetry of restoration and eighteenth century literature. (Spring, every year.)
- 126—**Restoration and 18th Century Drama (3)**
Readings from the plays of Dryden, Etherege, Wycherley, Congreve, Sheridan, and others. (Fall, 1972.)
- 128—**Fiction from the 16th to 19th Century (3)**
A study of the development of fiction from Sidney's *Arcadia* through the Gothic novel. (Fall, 1971.)
- 142—**Nineteenth Century Studies (Romanticism) (3)**
Selected prose and poetry of major writers of the romantic movement. (Fall, 1972.)
- 144—**Nineteenth Century Studies (Victorian) (3)**
Selected prose and poetry of major British writers from about 1850 to 1914. (Spring, 1973.)
- 148—**Nineteenth Century British Fiction (3)**
A study of the novels of Austen, Dickens, Trollope, Eliot, Hardy, and Conrad. (Fall, every year.)
- 152—**American Poetry to 1914 (3)**
A study of poets such as Taylor, Emerson, Whitman, Dickinson, Robinson. (Fall, every year.)
- 155—**American Prose (3)**
A study of prose writings in America from the seventeenth century to the present. (Fall, 1971.)
- 156—**American Fiction to 1914 (3)**
A study of major figures such as Cooper, Hawthorne, Melville, Twain, James, and Dreiser. (Spring, every year.)

- 162—Contemporary British and American Poetry (3)
A study of poets such as Yeats, Eliot, Pound, Auden, Frost, Stevens, and Williams. (Spring, every year.)
- 163—Modern Continental Literature (3)
A reading course in selected major writers of France, Russia, Italy, Spain, Germany since 1850. (Spring, every year.)
- 166—Modern Drama (3)
A study of the plays of such writers as Ibsen, Chekhov, Shaw, and others to the present. (Spring, 1972.)
- 167—20th Century Literary Criticism (3)
A study of such writers as Eliot, Richards, Leavis, Blackmur, Burke, Winters. (Fall, 1971.)
- 168—20th Century British and American Fiction (3)
Principal works of writers such as Lawrence, Joyce, Forster, Faulkner, Hemingway, Fitzgerald, and K. A. Porter. (Fall, 1972.)
- 175—Advanced Composition (3)
An advanced course in the writing of non-fictional prose. A study of the theory and practice of expository, descriptive, and critical prose. Required of credential candidates. Limited to 20 students. (Every semester.)
- 176—Creative Writing (3)
Study and practice in the writing of verse, fiction, or drama. Prerequisite: consent of department chairman. (Spring, every year)
- 180—Oriental Literature (3)
A reading course in selected works from the literature of India, China, and Japan. (Fall, 1972.)
- 185—Black American Literature (3)
Study of prose fiction, drama, poetry, essays of outstanding literary merit by twentieth-century Black writers. (Fall, 1971.)
- 190—Development of the English Language (3)
A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary, and study of current theories concerning English grammar. Required of credential candidates. (Spring, every year.)
- 197—Colloquium (3)
Course designated by instructor to treat a topic, an author, a group of authors, or a genre. Conducted as an undergraduate seminar. Prerequisite: consent of department chairman. (By arrangement.)
- 199—Independent Study (1-3)
Reading and conference for seniors of high scholastic standing. Prerequisite: consent of department chairman. (By arrangement.)
- Note: For graduate courses in English, see Graduate Division Bulletin.

ETHNIC STUDIES

The University offers a number of courses related to Ethnic Studies in the following departments. Although a major in general Ethnic Studies is not offered, students may utilize their elective units to pursue a program in Ethnic Studies by choosing courses in the specific area of their interest.

Anthropology

- 1—Introduction to Anthropology
- 2—Cultural Anthropology
- 10—Physical Anthropology
- 115—Advanced Cultural Anthropology
- 116—Ethnological Study
- 117—Problems in Modern Culture
- 161—Archeological Methodology and Explorations
- 166—Patterns of Human Migration

Art

- 112A—Seminar in Chicano Art
- 112B—Seminar in Black Art
- 138—Art of the American Indians

Education

- 50—Introduction to Education of Disadvantaged Children
- 181—Psychology and Methods for Teachers of the Disadvantaged
- 182—Psychology and Methods for Teachers of English as a Second Language

English

- 29—African Literature
- 185—Black Literature

History

- 160—Latin America: The Discovery of Latin America
- 161—Latin America: The Movement for Independence
- 162—Latin America: Mexico in the 20th Century
- 180—The American West: I
- 181—The American West: II
- 182—The Spanish Borderlands: I
- 183—The Spanish Borderlands: II
- 184—Spanish Colonial Frontier Institutions
- 185—The Pacific Ocean in History to 1850
- 188—History of California: I
- 189—History of California: II
- 195—Africa: South of the Sahara

Political Science

- 140—Politics of South-Southeast Asia
- 185—Governments of Mexico and Central America
- 190—Politics of China and Japan
- 194—Politics of African States

Psychology

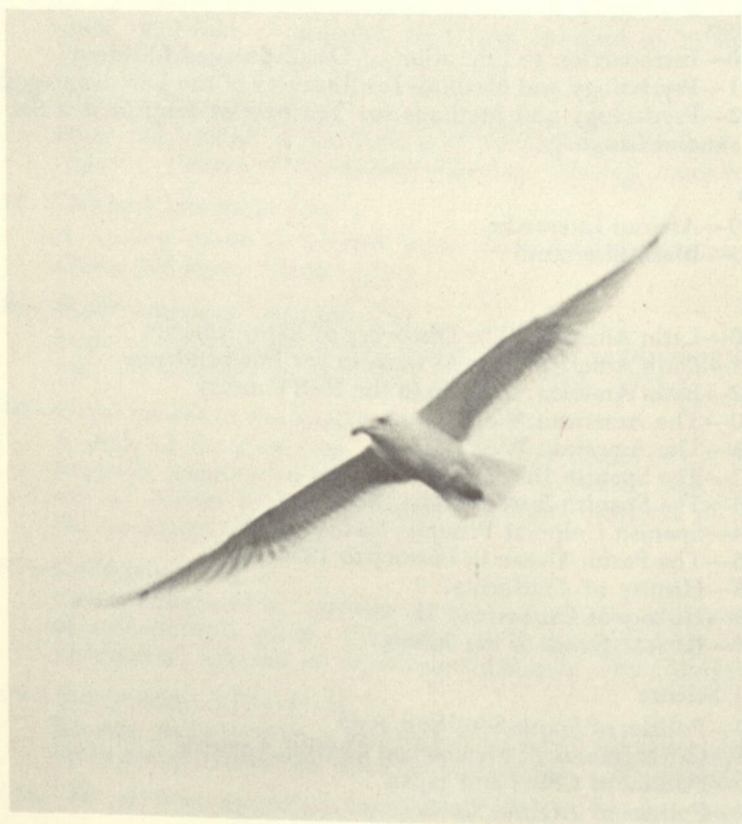
- 145—Social Psychology
- 146—Human Relations

Sociology

- 130—America's Minorities
- 131—Assimilation of Migrants and Minorities
- 132—Mexican-Americans and Chicanos of the Southwest
- 133—Black American Society
- 134—Indians Today
- 145—Social Psychology
- 154—Comparative Familiar Systems
- 158—Classes in Cities and Suburbia
- 161—Social Change
- 163—Urban Communities in Change

Spanish

- 145—Survey of Spanish American Literature
- 146—Contemporary Spanish American Literature
- 147—Spanish American Novel



FRENCH

Jeanne Brink Rigsby, Doctor of Letters, Chairman

Jean-Marie Gaul, Doctor of Letters

Abdellatif Kriem, Ph.D.

The elementary and intermediate French courses make intensive use of the language laboratory.

A minor in another language is recommended for the French major, (English, German, Spanish, etc.)

A background of Latin or another foreign language (two years in high school or one year in college) is recommended for students majoring in French.

Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major: The twenty-four units of upper division work should include French 101 and 103 or their equivalent.

The Minor: At least nine of the eighteen units must be in upper division courses; French 101, 103, 104, and 112 are recommended.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	English 27 or 28 (3) or Pol. Sci. 15 (4)	Pol. Sci. 15 (4) or English 27 or 28 (3)
History 11 (3)	History 12 (3)	Science 11 (3)	Science (3)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Phil. 60 (3)	Relig. Stud. (3)
French (4)	French (4 or 3)	French (3)	French (3)
Electives (2-3)	Electives (2-3)	Minor and/or electives	Minor and/or electives
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
French (6)	French (6)	French (6)	French (6)
Science (3)	Minor and electives (7)	Minor and electives (6)	Minor and electives (10)
Minor and electives (6)	Phil. 130 (3)	Phil. selective (3)	

1-2—Elementary (4-4)

Essentials of French grammar together with stress upon pronunciation, reading, and aural comprehension. (Every year.)

3-4—Intermediate (4-3)

Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice. (Every year.)

- 100—Conversation (1 or 2)
Prerequisite: consent of the instructor. (Every year.)
- 101—Advanced Composition (3)
Oral and written practice in current French idiom. Prerequisite for all advanced courses, except French 103, 104, and 112. (Fall, every year.)
- 102—"Explication de textes" (3)
Oral and written studies of literary masterpieces. Introduction to dissertation. (Spring, every year.)
- 103—Cultural Backgrounds of French Civilization (3)
Survey of the social, cultural, and artistic manifestations in France from the middle ages to the present. Prerequisite: French 4 or the equivalent. (Fall, every year.)
- 104—Introduction to French Literature (3)
A study of the literary history and principal masterpieces of French literature from the middle ages to the present. Prerequisite: French 4 or the equivalent. (Spring, every year.)
- 112—French Phonetics and Phonology (3)
An intensive study of French sounds, diction, and speech. Prerequisite: French 4 or the equivalent. (Fall, 1972.)
- 121—Early French Literature (3)
French literature from its origins to the end of the sixteenth century. Reading and interpretation of representative texts. (Fall, 1972.)
- 122—The Seventeenth Century (3)
A study of classical masterpieces. (Spring, 1973.)
- 123—French Literature in the Eighteenth Century (3)
Reading, interpretation, and discussion of representative texts. (Spring, 1973.)
- 124—The Nineteenth Century (3)
Reading, interpretation, and discussion of representative poems, plays, and novels. (Fall, 1971.)
- 125—French Literature in the Twentieth Century (3)
Outstanding writers of the prewar period, and contemporary French dramatists and novelists. (Spring, 1972.)
- 130—History of the French Language (3)
(Spring, 1972.)
- 135—Structural Linguistics (3)
(Fall, 1971.)

Note: For graduate courses in French, see Graduate Division Bulletin.

GERMAN

Brigitte L. Halvorson, Ph.D. Cand.

The Minor: The eighteen units of work should include six upper division units of German literature.

1-2—Elementary (4-4)

Introductory courses taught by direct approach method to the structure of the German language, with stress upon the phonetical and functional features of the language. (Every year.)

3-4—Intermediate (4-3)

Intensive oral, aural and written drills to develop accuracy and fluency in the use of the language, stressing the syntactical and orthographical aspects of stylistics to master a basic habitual proficiency in reading, writing and comprehension; cultural elements of German life. Prerequisite: German 1 and 2, or equivalent. (Every year.)

99—Conversational German (1)

Direct dialogistic approach to the German *Umgangssprache* (colloquial language) as used in conversation, familiar letters and popular entertainment, with idioms and sayings. Two semester units may be substituted for German 4. Prerequisite: German 3 or equivalent. (Every year.)

100A-100B—Readings in German Literature (3-3)

Readings and interpretation in German Literature. Assigned readings in current literature; class reports on literary topics of prose and poetry writers. Prerequisites: German 4, or 2 units of German 99. (1971-1972.)

104A-104B—Survey of German Literature (3-3)

Survey of German Literature from its beginning to Goethe (104A); and from Goethe to Friedrich Nietzsche's death (1900) (104B). A study of the principal aspects and masterpieces of the German literature of each period; historical and linguistic development of the German culture. These courses are conducted in the German language. (1972-1973.)

130—History and Development of the Germanic Languages

An introduction to the history and development of the Germanic languages. (Offered when sufficient demand.)

HEALTH EDUCATION

24—Home and Personal Health (1)

A course designed to familiarize students with the principles of hygiene as applied to the home; special instruction in care of the sick, protection from contagion, care of minor injuries, and happy family relationships. Required of elementary credential candidates. (Every semester.)

HISTORY

Raymond S. Brandes, Ph.D., Chairman

Iris Higbie Engstrand, Ph.D.

Carl L. Gilbert, Ph.D.

Sister Helen Lorch, M.A.

Sister Catherine McShane, Ph.D.

James R. Moriarty, III, M.A.

Sister Agnes Murphy, Ph.D.

Reverend John A. Myhan, M.A.

Joseph W. Ruane, Ph.D.

Preparation for the Major: History 11-12, or 21-22, or 61-62.

The Major: The Department of History, consistent with the objectives of the University, offers courses leading to graduate study in history, and such professional fields as law or government. The program may also be oriented in preparation for a teaching credential. Each student with departmental counseling builds a program around areas of world history.

Four hemispheric areas of study are offered by the University.

Areas of Study:Area "A" United States:

- (1) Colonial America
- (2) U.S. 1789 to 1865
- (3) U.S. Since 1865
- (4) The American West

Area "B" Latin America:

- (5) Colonial Latin America
- (6) National Latin America
- (7) Mexico & the Caribbean
- (8) The Spanish Borderlands
- (9) Historic Site Methods

Area "C" Europe:

- (9) Ancient World
- (10) Medieval
- (11) Renaissance & Reformation
- (12) Modern World:
Great Britain & Commonwealth;
Russia, France, Germany

Area "D" Non-Western World:

- (13) Near East
- (14) Far East
- (15) India
- (16) Southeast Asia
- (17) Africa

The twenty-four units of upper division work should include the following choices from the four designated areas of study:

- | | |
|---------------------|---------|
| Area of 1st choice: | 9 units |
| Area of 2nd choice: | 6 units |
| Area of 3rd choice: | 6 units |
| Pro-Seminar | 3 units |

The Minor: The 18 units must include History 11-12, or 21-22, or 61-62; United States history, 6 units (170 series, or 176-177, or 178-179, or 180-181); 6 additional upper division units.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Language, if needed (4)	English 27 or 28 (3)
Language (4)	Language (4)	Phil. 60 (3)	Science (3)
Phil. 10 (3)	Relig. Stud. 20 (3)	U.S. History (3)	U.S. History (3)
Hist. Civiliz. (3)	Hist. Civiliz. (3)	Science 11 (3)	Relig. Stud. (3)
Elective (2-3)	Elective (2-3)	Elective (2-3)	Pol. Sci. 15 (4)
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
	Religious Studies, either year (3)		
Science (3)	History u.d. (6)	Phil. selective (3)	History u.d. (6)
Phil. 130 (3)	Minor & electives (9)	History u.d. (6)	Minor & electives (9)
History u.d. (3)		Elective (6)	
Minor & electives (6)			

11-12—Great Issues in Western Civilization (3-3)

The study and discussion of various meaningful issues in western civilization, related to present day issues. (Every year.)

21-22—Great Issues in Non-Western Civilization (3-3)

The study and discussion of meaningful issues in the history of the non-Western world, related to present day issues. (Every year.)

61-62—Hispanic Civilization (3-3)

The tracing of Hispanic Civilization institutions throughout the entire world, as originating in the Iberian peninsula. Study and discussion of Hispanic Civilization in Africa, the Far East, and Latin America. Consideration and relationship given to Spanish-speaking peoples of Mexico and the United States. (Every year.)

108 I & II—Historic Site Methods (3)

Historical research, archaeological field excavations, and laboratory techniques at Mission San Diego de Alcalá. Examination and study of man's past through use of several disciplines. Prerequisite: Anthropology 1 and 2, or California history, or approval of department chairman. May be repeated for credit without duplication of work. (Every semester.)

111-112—Greek and Roman Civilizations (3-3)

Study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. Study of the history and institutions of the Roman Republic and Empire from the foundation of Rome to the end of the fifth century. (1972-73.)



121-122—Medieval Institutions (3-3)

A study of the political, social, economic, and cultural foundations of western civilization. Examination of representative medieval institutions. Pt. I: the Church and monasticism, the Germanic kingdom, feudalism and manorialism, the feudal state. Pt. II: the town, the university, representative government, rise of the national states, social and economic developments of the late middle ages. (1971-72.)

131—The Renaissance and the Reformation (3)

Study of the nature and origin of the new learning, with its impact on the civilization of the late Middle Ages and early modern times. Sixteenth-century Europe studies in the religious, political, economic, and social light of the Reformation Movement and the development of the national monarchies. (1972-73.)

133—The Age of Enlightenment Through the Congress of Vienna (3)

An analysis of the political, intellectual, and social movements of seventeenth and eighteenth century Europe. (Fall, 1972.)

146—Nineteenth Century Europe (3)

Europe from the Congress of Vienna to 1914. A study of the major movements in Europe during this period with an emphasis upon nationalism and the new imperialism and the background of the first World War. (Fall, 1971.)

147—Twentieth Century Europe (3)

From 1914 through World War II and Korea; the diplomacy, treaties, social and economic crises between wars. (Spring, 1972.)

152—Britain and the Commonwealth (3)

Great Britain and her colonial empire: a study of the British role in administration of her frontiers; theory and interpretation of values and lessons learned from such policy. (Spring, 1972.)

155—History of Russia to 1905 (3)

A study of the development of the Russian state from the rise of Kievan Russia to the end of the Czarist regime. (Fall, 1972.)

156—The Russian Revolution (3)

The social structure of Russia at the turn of the 20th century; the Revolution of 1905; the formative constitutional government which led into the U.S.S.R. (Spring, 1973.)

160—(I) Latin America: The Discovery of Latin America (3)

The Age of Discovery; social, political, and religious institutions introduced to the New World 1519 to 1810. (Spring, 1972.)

(II) Latin America: The Movement for Independence (3)

The rise of independence from Spain, 1810-1821, emphasizing the intellectual forces from outside the Western Hemisphere; the economic and social forces within. (Fall, 1972.)

(III) Latin America: Mexico in the 20th Century (3)

The rise of Mexico economically and socially, through the Revolutionary Family and nationalism. Studies of the culture as expressed in native arts, crafts, music, and literature. (Spring, 1973.)

(IV) Latin America: South America in the 20th Century

Rise of South America economically, socially and culturally in the 20th century. (Fall, 1973.)

170—(I) United States Constitutional History: Age of John Marshall (3)

English and colonial origins and the first state constitutions. The Articles of Confederation. The Convention, and ratification of the Constitution, and the establishment of the new government. Jeffersonian democracy and the judicial nationalism of John Marshall. (Spring, 1972.)

**(II) United States Constitutional History:
Roger Taney, Chief Justice (3)**

Jacksonian democracy. Development of commerce powers against states' rights. Expansion of corporative power from the contract clause. The slavery controversy, sectional conflict, secession, and Civil War. Impairment of Civil Rights and Reconstruction. (Fall, 1972.)

(III) United States Constitutional History:

Laissez-Faire to Liberal (3)

The doctrine of vested rights combined with substantive due process. Judicial review against states' social legislation. Liberal nationalism in the Progressive Revolt. Wilson's New Freedom and Franklin D. Roosevelt's New Deal. (Spring, 1973.)

(IV) United States Constitutional History:

World Wars and Aftermath (3)

Revolution in federalism, new interpretation of civil liberties, impairment of civil liberties in World War II. The Communist question and the revolt of the Negro. (Fall, 1973.)

171—Colonial America (3)

Political, economic, social, and cultural history of the Colonial era. Comparison of English, French and other colonial governments. (Fall, 1972.)

174—Civil War and Reconstruction, 1850-1877 (3)

Political, economic, social, and military aspects of the struggles between the Union and the Confederacy; the aftermath and its effect on the U.S. in later years. (Fall, 1973.)

175—Makers of American History (3)

Studies through the biographical approach of famous Americans from Colonial America to the present day. (Spring, 1973.)

176-177—United States Diplomatic History I & II (3-3)

Survey of foreign relations of the U.S. from the Revolutionary War to the Spanish-American War. Part II covers U.S. in the 20th century. (Every year.)

178-179—Intellectual and Social History of the United States (3-3)

The development of the United States from colonial times to the present day, stressing intellectual and social influences. Designed for, but not limited to students preparing for the secondary credential. (Every year.)

180-181—The American West I & II (3-3)

Discovery, exploration, and settlement of the Trans-Mississippi West to the time of the War with Mexico. Analysis and interpretation of the role of the American Indian, trapping, trading, the United States Army. Part II (181): from 1848 to present day, mining, Indian Wars, agricultural west, water and the arid regions. The American West as a region economically, socially, and politically important. 180 is not a prerequisite to 181. (1972-73.)

182-183—The Spanish Borderlands I & II (3-3)

Discovery, exploration, and settlement of the North American region from Florida to Alaska encompassing the north-Mexican States. From 1500-1800. Part II: 19th and 20th century borderlands studies. Emphasis on U.S.-Mexico relations; the impact in present-day society of the Hispanic and Mexican cultural traits and values. 182 is not a prerequisite to 183. (1971-72.)

184—Spanish Colonial Frontier Institutions (3)

In-depth studies in the frontier Mission, military and civil institutions including examination of laws, governmental institutions and functions of such in the various Spanish regions in Colonial America. (Spring.)

185—The Aborigines of the Californias (3)

Study of the aborigines of Alta and Baja California from the time of their arrival in North America until the end of Spanish rule about 1821. Theory and field methods included. (Fall.)

186—The Pacific Ocean in History to 1850 (3)

History of maritime activities in the Pacific with emphasis on maritime law and theory. Study of Spanish, Portuguese, French, English, Dutch, and Russian sea exploration. Concentration: Spanish Manila Galleon trade and settlement of the Philippine Islands.

187—History of Baja California (3)

History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to the present day. Emphasis on land, seas, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period. (Spring.)

188-189—History of California I & II (3-3)

California from its discovery to the Mexican War. Heavy emphasis on Spanish and Mexican cultural contributions to the heritage. Part I is not a prerequisite to Part II, which covers significance of California from 1848 to present day. Emphasis on growth of the state through critical examination of literature. Political, economic, cultural forces dealt with to explain the rise of the state in the 20th century. (Every year.)

190-191—Studies in Asian Civilizations (3-3)

An introduction to the civilizations of India, China, and Japan, and their relations with the West in modern times. (1972-73.)

192—Topics in Modern Asian History (3)

A critical study in modern and contemporary problems of East Asia including alternating courses in Russia and the Far East, The U.S. and China, China and Africa in the Modern World, Nationalism and Communism in Asia, and other relevant topics. The course title may be repeated for credit when the topic changes. (Fall.)

193—Middle East

History of the Middle East, with particular emphasis on the modern period. (Spring.)

195—Africa: South of the Sahara (3)

From 1850 to the present with special reference to British rule in Central and East Africa and the development of the new African States. (Spring, 1972.)

198—Historian's Methods (3)

Seminar in historical research—problems of investigation and research; of interpretation; bibliography; use of archives and libraries. (Every semester.)

199—Independent Studies (1-3)

Open to students with history major or minor in junior or senior year. Permits students to pursue intensive readings, independent research, or other projects under tutorial supervision of a department instructor. Units depending on project. (Every semester.)

For graduate courses in history, see Graduate Division Bulletin.

JOURNALISM

20—Journalism I (2)

General study of newspaper production. Methods of news gathering, reporting, writing, editing. The elements of the story, the interview, the news conference. College publications used as laboratory. (Fall, every year.)

21—Journalism II (2)

History of journalism and journalists. Area news reporting (science, religion, sports, politics, arts, etc.), advanced writing (critical reviews, features, editorials). Emphasis on style and makeup. College publications used as laboratory. (Spring, every year.)

120—Advanced Journalism (1)

Theory and practice in newspaper production; includes editing, with emphasis on the achievement of meaning in written communication, headline writing, typography, and the principles of makeup. College publications used as laboratory. May be repeated for a total of four units. (Every semester.)

LATIN

1-2—Elementary (5-5)

Instruction about language and the learning of languages. Saturation in essentials. Sounds, forms, syntax; reading comprehension. (Every year.)

3—Intermediate (3)

Grammar review. Reading "Latin Quotations." (Offered when sufficient demand.)

199—Special Study (1 to 3)

Independent reading.

LIBRARY SCIENCE

Marian P. Holleman, M.A., M.L.S.

The University of San Diego offers professional education in librarianship for all types of libraries, with emphasis on school libraries and instructional materials centers. Subjects which are essential background for all librarians are covered in the courses. Students may fulfill the requirement for a credential in Librarianship, and may minor in Library Science.

The Minor: The eighteen units of work should include Library Science 100, 125, 141, 142, and six additional units.

100—Library in Society (3)

Libraries and the profession of librarianship, evolution of the library as a social institution, functions of the modern library; survey of professional library literature, professional philosophy and ethics.

125—Non-Book Materials as Library Resources (3)

Principles of selecting, acquiring, organizing, storing, and servicing non-book materials in libraries of all types and in materials centers. Emphasis is given to those media increasingly important in library collections: moving pictures, filmstrips, slides, microfilms, disc and tape recordings, pictures and maps.

141—Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

142—Cataloguing and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

154—Literature for Children and Young Adults (3)

Historical background of children's literature and critical analysis of folklore, legends, myths, and modern imaginative literature as an essential part of the whole realm of literary activity. A discussion of the criteria for selection of books suitable for children and adolescents in relation to their interests, special needs, and abilities.

243—Advanced Cataloguing (3)

Recent systems and trends in centralized and co-operative cataloguing. Techniques in cataloguing non-book materials, manuscripts, films, music, maps, etc. A term paper will be required and problems assigned throughout the term. Prerequisite: Library Science 142.

244—Book Selection (3)

Criteria for evaluation and acquisition of library materials, and formulation of book selection policies. Evaluation of book selection tools and non-book materials.

245—Administration (3)

A survey of administration and the place of the library in the organization it serves. Administration within the library, training of staff, handling of personnel, public relations, and professional ethics.

249—History of Books and Printing (3)

A survey of the development from ancient times of man's methods of recording information, and various methods of printing and reproduction.

250—The School Library as a Materials Center (3)

A study of the school library in relation to its materials, stressing the philosophy and practice of building a good collection to correlate with and enrich the curriculum. Criteria for evaluation and selection of materials. School library standards according to the California State Department of Education and the American Library Association are studied.

252—Supervised Field Experience (4)

Students in the School Library program will do 90 hours of practice work in an approved school library under the direction of a professional librarian.

261—Bibliography of the Humanities and the Social Sciences (3)

A survey and evaluation of reference works in fine arts, literature, philosophy and religion; business and economics, education, history and geography, political science and sociology. Prerequisite: Library Science 141.

MATHEMATICS

William E. deMalignon, M.A., Chairman
 Irving H. Hart, III, M.S.
 Arnold Schimsky, Ph.D. Cand.
 Alphonse G. Zukowski, M.A.

The Department of Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Mathematics 50, 51, 52	14 units
Mathematics 121A-121B	6 units
Physics 50, 51	8 units
Upper division mathematics electives	18 units

Note: Math 5, Math 6 and Math 100 do not satisfy requirements for the major or minor in mathematics.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Eng. 27 or 28 (3)	Pol. Sci. 15 (4)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Relig. Stud. or Phil. 60 (3)	Language (4)
Math 50 (5)	Math 51 (5)	Language (4)	Relig. Stud. or Phil. 60 (3)
Physics 50 (4)	Physics 51 (4)	Math 52 (4)	Soc. Sci. (3)
		Soc. Sci. (3)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies,	either year (3)	
Math. u.d. (6)	Math. u.d. (6)	Mathematics (6)	Mathematics (6)
Minor and electives (5)	Phil. 130 (3)	Minor and electives (6)	Minor and electives (10)
Language, if needed (4)	Minor and electives (6)	Phil. selective (3)	

A—Mathematics Review (3 hours, no credit)

Extensive training in high-school-level mathematics for students with minimal mathematical preparation.

1—Elementary Functions (4)

A study of elementary functions, their graphs and applications, including polynomials, rational and algebraic functions, exponential, logarithmic and trigonometric functions; an introduction to three-dimensional analytic geometry. (Every semester.)

5—Liberal Arts Mathematics I (3)

A general education course in college mathematics, designed to give a cultural mathematical background to students of the humanities. (Fall, 1972.)

6—Liberal Arts Mathematics II (3)

A continuation of Math 5. Prerequisite: Math 5 or consent of instructor. (Spring, 1973.)

8—Survey of Calculus (3)

A terminal mathematics course giving an introduction to the formulas and techniques of elementary differential and integral calculus. Note: This course is not equivalent to Math. 50, and will not serve as a prerequisite to Math. 51. Prerequisite: Math 1 or equivalent. (Every semester.)

15—Introduction to Probability and Statistics (3)

Probability as a mathematical system; random variables and their distributions; limit theorems; topics in statistical inference. Prerequisite: Math. 10 or equivalent. (Fall, every year.)

20—Mathematical Analysis (4)

Differential functions; limits, series and improper integrals; theory of curves; first-order ordinary differential equations; applications. Prerequisite: Math. 10 or equivalent. (Every semester. Offered for last time Fall, 1971.)

30—Linear Algebra (3)

Linear equations and matrices; vector spaces; linear mappings; determinants; quadratic forms; elementary vector calculus. Prerequisite: Math. 20 or equivalent. (Every semester. Offered for last time Spring, 1972.)

40—Multivariable Calculus (3)

Functions of several variables; differential calculus of multivariable functions; multiple integration; elementary differential equations. Prerequisite: Math. 30 or equivalent. (Every semester. Offered for last time Fall, 1972.)

50—Calculus I (5)

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications. Prerequisite: Math. 1 or advanced placement. (Every semester.)

- 51—Calculus II (5)
 Transcendental functions, integration techniques, polar coordinates, applications to geometry, mechanics, other sciences. Prerequisite: Math. 50 or equivalent. (Every semester beginning Spring, 1972.)
- 52—Calculus III (4)
 Infinite Series, partial derivatives, multiple integration, elements of differential equations, applications. Prerequisite: Math. 51 or equivalent. (Every semester beginning Fall, 1972.)
- 100—Mathematics for Elementary School Teachers (3)
 Pre-number ideas, whole numbers, names for numbers, numeration systems; place value, techniques of algebraic operations; number line; points, lines, and planes; linear and angular measure; factors and primes; rational numbers. (Spring, 1972.)
- 114—Theory and Application of Matrices (3)
 Elementary operations, determinants, adjoint and inverse of square matrices, linear equations, vector spaces, congruence, bilinear forms, hermitian forms, characteristic equations, eigenvalues and vectors, invariant vectors, and spaces, real symmetric matrices, orthogonal similarity, normal matrices, applications to physical problems. (Fall, 1971.)
- 115—Theory of Numbers (3)
 Fundamental theorems on divisibility, least residues, Fermat's theorem, Euler's generalization, Euler's function, theorem of congruences, linear congruences, Chinese remainder theorem, quadratic residues, reciprocity law. (Fall, 1972.)
- 119—Ordinary Differential Equations (3)
 Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, applications. Prerequisite: Math. 40 or 52. (Fall, 1972.)
- 120—Partial Differential Equations (3)
 Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, applications. Prerequisite: Math. 119.
- 121A-121B—Advanced Calculus (3-3)
 A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisite: Math. 40 or 52. (1971-1972.)
- 124—Topology (3)
 Set theory, sets, relations, mappings, topological properties of spaces, metrization, compactness, continuity, connectedness. Properties of arcs and curves. Special topics. (Spring, 1973.)

125—Complex Function Theory (3)

Analytic function theory, power series, analytic continuation, conformal mapping, applications. Prerequisite: Math 40 or 52. (Spring, 1973.)

128—Differential Geometry (3)

Affine coordinate systems and translations; tensors and transformations, reciprocal systems, covariant and contravariant vectors; space curves, lines, planes, quadric cone and conics; curvilinear coordinates and applications to physics. Prerequisite: Analytical geometry and calculus. (A basic understanding of vectors is desirable but not absolutely necessary.)

131—Numerical Analysis I (3)

Basic concepts, finite differences, classical interpolation formulas, numerical differentiation and integration, applications. Prerequisite: Math 40 or 52. (Fall, 1971.)

132—Numerical Analysis II (3)

Systems of linear equations, numerical solutions of differential and difference equations, method of least squares, applications. Prerequisite: Math. 131.

140—Mathematical Statistics and Probability (3)

Frequency distributions, standard deviation and other measures of dispersion, Poisson distribution, Chi-square test, curve fitting, correlation theory, conditional probability, independent and dependent events, combinations, permutations, and relation of probability to point-set theory. (Spring, 1972.)

155—Algebraic Foundations of the Number Systems (3)

An intensive study of the foundations and development of the systems of natural numbers, integers, rational numbers, real numbers, and complex numbers.

156—Algebraic Systems (3)

An introduction to groups, rings, integral domains, division rings, fields, vector spaces and algebras. Applications of these systems to other branches of mathematics. (Fall, 1972.)

181—Symbolic Logic (Philosophy 181) (3)

An introduction to symbolic logic. Simple operations of the Boolean algebra. Classical logic from an axiomatic basis. May be taken for either mathematics or philosophy credit. (Spring, every year.)

199—Individual Studies or Seminar (3)

Student reading and research in selected special topics; student presentations. May be repeated once for credit with a different topic. Prerequisite: senior standing and consent of instructor.

200—Graduate Seminar (3)

Reading and research in selected topics suitable for graduate standing and the MAT program. May be repeated for credit. Prerequisite: graduate standing and consent of the instructor.

MEXICAN STUDIES

Interdisciplinary Major

Preparation for the Major: Spanish 1, 2, 3, 4 or their equivalent; Anthropology 10; Economics 1; Sociology 1; Psychology 1.

The Major: Upper division work should include courses, as indicated on the paradigm, in Mexican history, literature, government, economics, anthropology; Spanish American literature; related areas. A minor in Spanish is incorporated into the program.

Junior Year (or part thereof) in Guadalajara: As a part of the Mexican Studies major, students spend the first semester of the junior year — and, if desired, the second semester — at the Institute of Technology (ITESO of Guadalajara), one of the three universities in the city. Guadalajara, Jalisco, Mexico, a city of more than 1,000,000 people, is a beautiful and busy metropolis that has retained the beauty of the colonial past, yet is thoroughly modern. At 5000 feet the city enjoys a delightfully mild year-round climate. It is the ideal place to know Mexico, its people and their culture. Integral to the program are living with a Mexican host family and field trips to Mexico City and other historical parts of central Mexico. Those who wish to improve their fluency in Spanish may wish to spend the summer before the junior year in Guadalajara, in preparation for the academic year.

The Mexican Studies Interdepartmental Program is the first of what USD hopes will be several closely related programs varying in their emphasis — for example, Mexican-American Studies, with more emphasis on American history and literature for students with strong previous studies in Mexican history and literature; selected Latin American Studies, in which emphasis could be on another country than Mexico. With programs such as these, USD hopes to prepare students to live and work in the other Americas, in business, diplomatic service, or Peace Corps work; to prepare them for graduate specialization in one of these areas; or to enrich their knowledge and understanding of a large segment of the United States population.



Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Pol. Sci. 15 (4)	English 27 or 28 (3)
History 61 (3)	History 62 (3)	Spanish (3)	Spanish (3)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Science 11 (3)	Science (3)
Spanish (4)	Spanish (3)	Anthro. 10 (3)	Relig. Stud. (3)
Sociology 1 (3)	Psychology 1 or 2 (3)	Phil. 60 (3)	Mex. Govt. (3)
	Elective (1-2)		Elective (2)
Summer School before Junior Year: (in Guadalajara)		} Adv. Comp. } Conversation in Spanish (6 units) } Grammar	
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I (in Guadalajara)	Semester II (at USD or in Guadalajara)	Semester I	Semester II
Mexican Lit. (3)	Hist. of Baja Calif. (3)	Spanish Borderlands I (3)	Spanish Borderlands II (3)
Contemp. Mex. Inst. (3)	Phil. 130 (3)	Relig. Stud. (3)	Sr. Research Seminar (3)
Soc. Psych. (3)	Science (3)	Phil. selective (3)	Spanish Amer. Lit. (3)
Hist. of Mexico (3)	Seminar in Mex. Anthro. (in Spanish) (3)	Spanish Amer. Lit. (3)	Econ. of Mexico (3)
Mexican Art, (3-5)	Soc. Change (3)	Economics 1 (3)	Elective (3)
Architecture, Anthro. (with field trips to Teotihuacan, Chapultepec Park, Museum of Anthropology, etc.)			

MUSIC

Henry Kolar, D.M.A., Chairman

Marjorie L. Hart, M.A.

Ilana Mysior, M. Mus.

Preparation for the Major: Music 1, 2, 3, 4.

The Major: The twenty-four units of upper division work in the 40 required music units should include Music 105, 108, 120A-120B, and three music literature courses.

Requirements for Music Majors:

All majors are required to participate in one performing organization each semester; and to attend and participate in weekly performance seminars.

Junior recitals: Private, jointly performed, one-half of a full concert program.

Senior recitals: Private, standard concert length. (If so judged by the music faculty, a senior recital may be made public).

Musicologists: Those music majors not having a voice or instrument major, i.e., private study throughout most of their college attendance, will give a lecture recital on private research; one-half of a program for juniors, full program for seniors.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Eng. 27 or 28 (3)	Relig. Stud. (3)
History 11 (3)	History 12 (3)	Pol. Sci. 15 (4)	Science (3)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Science 11 (3)	Music 4 (3)
Music 1 (3)	Music 2 (3)	Phil. 60 (3)	Music 105 (3)
Electives (3-4)	Electives (4)	Music 3 (3)	Elective (3)
		Elective (1)	
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies, either year (3)		
Music (6)	Music (6)	Music (6)	Music (6)
Science (3)	Language (4)	Language, if needed (4)	Minor and electives (9)
Language (4)	Minor or elective (3)	Minor and electives (3)	
Minor and/or elective (3)	Phil. 130 (3)	Phil. selective (3)	

1-2—Harmony (3-3)

Elementary Harmony; triads and their inversions, simple modulations and transpositions; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard and ear training. (Every year.)

3—Counterpoint (3)

The study of melodic design and the art of combining melodies, based on the practices of eighteenth-century polyphony. (Fall, every year.)

4—Twentieth Century Harmony (3)

Continued analysis with emphasis on 20th century melodic and harmonic techniques and devices. Prerequisite: Music 3 or equivalent. (Spring, every year.)

20—Class Piano Instruction (1)

Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly. (Every semester.)

21—Intermediate Class Piano (1)

A continuation of piano playing basics begun in Music 20, *Class Piano Instruction*. More advanced compositions and techniques of piano will be studied. (Every semester.)



22—**Strings (1)**

Class instruction on the stringed instruments, violin, viola, cello, and string bass. Lectures followed by practical application on the instruments.

23—**Brass (1)**

Class instruction on the treble clef and bass clef instruments. Lectures followed by practical application on the instruments. (Spring, 1973.)

24—**Woodwinds (1)**

Class instruction on the clarinet during the first semester with concentration on the oboe, flute, and bassoon during the second semester. Lectures followed by practical application on the instrument. (Fall, 1972.)

30—**Music Appreciation (2)**

A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music. (Every semester.)

31-36 (131-136)—**Applied Music (1-1)**

31: Piano

34: Cello

32: Voice

35: Organ

33: Violin

36: String Bass

End-semester auditions of 10-15 minutes each before music faculty will constitute partial final grade. (Every semester.)

62 (162)—**University Chorus (1)**

Choral music of different styles and periods. Performances of major works with the University Orchestra. (Every semester.)

63 (163)—**Ensemble (1-1)**

Open to instrumentalists and pianists by consent of the instructor. (Every semester.)

64 (164)—**Opera Workshop (1)**

Performances in costume of opera scenes and complete operas. Training in the behind the scenes preparation of productions, staging, coaching, directing, etc. (Every semester.)

65 (165)—**University Orchestra (1)**

The study of chamber music literature from the baroque period to the contemporary. (Every semester.)

105—**Form and Analysis (3)**

A study of the basic elements characterizing musical form; its structure, style, and development through the music periods. (Spring, every year.)

107—**Composition (3)**

Practical application of basic compositional skills through a study of contemporary techniques. Original work by the student in the small forms, both vocal and instrumental. (Spring, 1973.)

- 108—Basic Orchestration (3)**
Exercises in analysis of orchestral scores, and practical orchestration. (Fall, every year.)
- 120A-120B—History of Music in Western Civilization (3-3)**
A comprehensive view of the whole field of music in western civilization in its historical sequence and development. (Every year.)
- 125—Music of the Baroque and Classical Periods (3)**
A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings. (Fall, 1971.)
- 126—Music of the Romantic Period (3)**
A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings. (Spring, 1972.)
- 128—Twentieth-Century Music (3)**
A survey of modern methods of composition showing a reasonable evolution of new scales, melodic lines, chordal combinations and new rhythmic freedom: Debussy to present day composers. (Fall, 1972.)
- 129—Russian Composers (3)**
A study of the music of Russian composers from the nineteenth century to the present through lectures, readings, and recordings. (Spring, 1973.)
- 143—Conducting (3)**
Practical experience in score reading and conducting techniques. (Spring, 1973.)
- 167—String Literature (2)**
A study through records and live performances of the literature for violin, viola, cello, and string bass. (Fall, 1971.)
- 168—Vocal Literature (2)**
A study through records and live performances of the literature for the voice. (Fall, 1973.)
- 169—Piano Literature (2)**
A study through records and live performances of the literature for the piano. (Fall, 1972.)
- 170—History of the Opera (3)**
The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century. (SS, 1972.)
- 199—Independent Study (1-3)**
Individual work in theory, composition, or musicology with the approval of the music faculty.

NURSING EDUCATION

128—Principles of Teaching in Nursing (2)

An application of basic teaching methods to certain areas of study. (Every semester.)

146—Human Relations (4)

A developmental course in interpersonal relationships based on a sound understanding of the principles of human behavior and interaction in social situations. Particular emphasis will be placed on human relations in the fields of social problems and pathology, social welfare, nursing, and allied medical areas. Prerequisites: Psy. 1 or 2, Soc. 1. Recommended prerequisite: Psychology 131. (Spring, 1972.)

147—Community Health (3)

An introductory course to the concepts of community health, including environmental hygiene, public health needs, activities, and laws, basic community health problems, and community health resources and planning. A field survey and report of an actual community health problem will be required of each student. Prerequisites: Psy. 1 or 2, Soc. 1. (1972-1973.)

148—Principles of Supervision (2)

An introduction to the principles of supervision and employee-counseling and guidance in the social service, community health, social welfare, nursing, and allied medical fields. A field problem will be presented to each student for study and report. Prerequisites: Psy. 1 or 2, Educ. 167. (1972-1973.)

180—Sociology of Community Health (3)

An introductory course covering the major concepts of community health, its needs, problems, activities, and laws, including environmental sanitation, basic health problems, and community health resources and planning. A field survey and report of an actual community health problem is required of each student. (Fall, 1971.)

181—Organization, Administration, and Supervision in Health Institutions (3)

An introduction to the principles of organization, administration, and supervision in health institutions, with particular emphasis on employee counseling and guidance, organizational problems and alternative solutions in the areas of social work, community health, social welfare, and related health and medical fields. A field problem will be presented to each student for study and report. (Spring, 1972.)

PHILOSOPHY

- Reverend William L. Shipley, Ph.D., Chairman
 Marcus R. Berquist, Ph.D. Cand.
Reverend Thomas J. Carlin, Ph.L.
 Richard J. George, Ph.D.
 Joseph P. Ghougassian, Ph.D.
Reverend James R. Rankin, Ph.L.
 John W. Swanke, Ph.D.

The Department of Philosophy aims to bring a high standard of intellectual maturity and moral integrity to all students, and especially philosophy majors, by introducing them to the thoughts of the greatest thinkers of all times. In particular, to develop habits of:

- Intellectual curiosity and disciplined independence of judgment
- Certitude of fundamental principles
- Facility and accuracy in reasoning
- Breadth of synthesis in the integration of the sciences and of the arts
- Insight in the analysis of individual and social problems in terms of man's destiny
- Convictions requisite for personal integrity in the attainment of that human destiny
- The beginnings of wisdom, both speculative and practical, as a natural culmination of the preceding.

The Major:

The student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

- Philosophy 25, 60, 62, 71 or 72, 73 or 74 15 units
- Philosophy 110, 115, 125, 135, 136 or 164, and 9 units
- Philosophy, u.d. 24 units

The Minor: Six upper division units beyond the required courses, ordinarily including Philosophy 110 or 115, and Philosophy 136 or 164. Pursuing a philosophy minor requires prior departmental approval.

Courses required of all students: Philosophy 10, 60, 130, and an elective chosen from Logic, Philosophy of Nature, Philosophy of Being, Philosophy of God, or Philosophy of Knowledge.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	English	Phil. 73 or 74 (3)
Fine Arts (2)	Language (4)	27 or 28 (3)	Relig. Stud. (3)
Language (4)	Phil. 60 (3)	Phil. 71 or 72 (3)	Science (3)
Phil. 25 (3)	Relig. Stud. 20 (3)	Pol. Sci. 15 (4)	Soc. Sci (3)
Phil. 62 (3)	Science 11 (3)	Science (3)	Elective (3)
		Soc. Sci (3)	

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Phil. 110 (3)	Phil. 115 (3)	Phil. 135 (3)	Phil. 136 or 164 (3)
Phil. u.d. (3)	Phil. 125 (3)	Phil. u.d. (3)	Phil. u.d. (3)
Relig. Stud. (3)	Fine Arts (2)	Electives, u.d. (10)	Electives (6)
Elective (3)	Elective (3)		Elective, u.d. (3)
Elective, u.d. (3)	Electives, u.d. (6)		

10—Introduction to Philosophy (3)

A basic orientation course treating of the principal problems of philosophy, such as knowledge, man, values, nature, God, etc. Presentation will be made in a logical and systematic way to show the student the consistency and coherence of the thinking process. A historical approach may also be used as a means of further clarification of the topics being discussed. (Every semester.)

25—Logic (3)

A study of traditional logic as the science and art of correct thinking. A consideration of the concept and the term, the judgment and the proposition, and reasoning, both deductive and inductive. (Fall, every year.)

33—Philosophical Analysis (3)

The levels of human knowledge from suspicion to certainty and the kinds of evidence and arguments proportioned to them. Prerequisite: Philosophy 25 or consent of department chairman.

60—Philosophical Psychology (3)

A study of the fundamental principles and properties characteristic of living corporeal beings, with emphasis on the basic activities, powers, and nature of man. (Every semester.)

62—Philosophy of Nature (3)

An investigation of nature's most general characteristics. The method of natural science, the problem of becoming. Relations between the inquiries of early and modern physicists. (Fall, every year.)

71—Ancient Philosophy (3)

The Pre-Socratics to St. Anselm. A survey. (Fall, 1972.)

72—Medieval Philosophy (3)

St. Anselm to Descartes. A survey. (Fall, 1971.)

73—Modern Philosophy (3)

Descartes to Engels. A survey. (Spring, 1973.)

74—Contemporary Philosophy (3)

Engels to the present. A survey. (Spring, 1972.)

100—Aesthetics (3)

A study of the beautiful, especially as created by man. An inquiry into the nature of art, its relation to the powers and activities of man, its evaluation. (Fall, every year.)

110—Metaphysics (3)

A study of the fundamental principles and properties of finite beings. An examination of changing realities and their existence, of limitation, analogy, causality, unity, truth, good. (Fall, every year.)

115—Philosophy of Knowledge (3)

The problem of the validity of human knowledge. A critical evaluation of its truth and certitude. Comparison of various epistemological positions. Prerequisites: Philosophy 25, 60, 110 or consent of department chairman. (Spring, every year.)

120—Philosophy of Being and God (3)

A study of the fundamental properties and relationships of limited, changing beings considered simply as existing realities. Involves a further inquiry into the question of God's existence and activities as the infinite Reality necessary for their presence. (Fall, 1971.)

125—Philosophy of God (3)

An intensive study of the existence and nature and operations of God. Includes an inquiry into the problem of divine providence and human freedom. Prerequisite: Philosophy 110 or consent of department chairman. (Spring, every year.)

130—Ethics (3)

A study of the general principles of ethics, and of their application to the different types of human conduct. (Every semester.)

135—Principles of Ethics (3)

A study of the general principles of ethical conduct. Objective and subjective norms. Freedom, responsibility, obligation, law, rights, conscience, habits. (Fall, every year.)

136—Applied Ethics (3)

A study of the applications of ethical principles to the different types of human conduct. Prerequisite: Philosophy 135. (Spring, every year.)

143—Major Ancient Schools (3)

The early physicists, Platonism, Aristotelian philosophy, Stoicism, Epicurean thought. An intensive examination of one or more of these schools, focusing upon important representatives. (Spring, 1973.)

150—Studies of Philosophical Method (3)

A comparison of the philosophical methods studied in the basic courses with those advocated by thinkers like Descartes, Husserl, Bergson, Russell, etc.

151—Studies in Natural Philosophy (3)

A consideration of motion, time, place, etc. comparing the doctrine of the *Physics*, Books III and IV with parallel discussions in Galileo, Newton, and contemporary physicists. (Fall, 1971.)

152—Studies of Man (3)

A more detailed treatment of human knowledge, emotion, and choice, continuing the work of Philosophy 60. Review of tradi-

- tional positions with reference to thinkers like Descartes, James, Freud, Sartre. (Fall, 1971.)
- 153—**Studies in Ethics (3)**
A discussion of major ethical questions, e.g., the nature of justice. Readings in thinkers like Mill, Kant, Sartre relating their views to positions considered in previous courses and to contemporary moral problems. (Spring, 1972.)
- 156—**Philosophy of Science (3)**
Examination of the discourse of experimental science with special emphasis on measurement, law, and theory. The relationship of mathematical physics and of biology to natural philosophy and to philosophical psychology.
- 157—**Major Medieval Schools (3)**
Jewish thought, Arabian philosophy, Augustinian philosophy, Thomistic philosophy, nominalism. An intensive examination of one or more of these schools, focusing upon important representatives. (Spring, 1972.)
- 162—**Modern Rationalism and Empiricism (3)**
An intensive examination, focusing upon important representatives. (Fall, 1971.)
- 163—**Modern Idealism (3)**
An intensive examination, focusing upon important representatives. (Fall, 1972.)
- 164—**Political Philosophy (3)**
The nature and end of the state; relation of the individual's chief good to that of the state; the kinds of states, their institution, preservation, and destruction. Prerequisite: Philosophy 130 or 135. (Spring, 1972.)
- 172—**Pragmatism (3)**
An intensive examination, focusing upon important representatives. (Fall, 1972.)
- 173—**Linguistic Philosophy (3)**
An intensive examination, focusing upon important representatives. (Spring, 1973.)
- 174—**Phenomenology and Existentialism (3)**
An intensive examination, focusing upon important representatives. (Spring, every year.)
- 178—**Philosophy of Education (Education 178) (3)**
A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, methodology, and an assessment of their social and educational significance. (Summer, every year.)
- 181—**Symbolic Logic (Mathematics 181) (3)**
An introduction to symbolic logic. Simple operations of the Boolean Algebra. Classical logic from an axiomatic basis. (Spring, every year.)



PHYSICAL EDUCATION: CW

Physical Education is required of all College for Women freshmen for two periods a week. In addition to the seasonal program, electives are offered and chosen with the advice of the instructor.

Activity Program (no credit)

a—Seasonal team sports offered are:

Volley ball, volley tennis, basketball, badminton, and tennis. Arrangements can be made for such individual sports as golf and swimming.

b—Fundamental Skills:

Practice in rhythmic, graceful body movements, conditioning exercises, balance exercises; self-testing activities.

PHYSICAL EDUCATION: CM

1—Activities ($\frac{1}{2}$ unit each semester)

Participation in team sports. May be repeated. (Every semester.)

10/110—Intercollegiate Competition In Baseball (1)

Participation in athletic competition. May be repeated. (Spring.)

20/120—Intercollegiate Competition In Basketball (1)

Participation in athletic competition. May be repeated. (Fall or Spring.)

30/130—Intercollegiate Competition In Golf (1)

Participation in athletic competition. May be repeated. (Spring.)

40/140—Intercollegiate Competition In Tennis (1)

Participation in athletic competition. May be repeated. (Spring.)

50/150—Intercollegiate Competition In Sailing (1)

Participation in athletic competition. May be repeated. (Fall or Spring.)

60/160—Intercollegiate Competition Surfing (1)

Participation in athletic competition. May be repeated. (Fall or Spring.)

PHYSICS

Ray H. White, Ph.D., Chairman

Gerald N. Estberg, Ph.D.

Edward B. Warren, M.S.

The Department of Physics offers a program leading to a bachelor's degree in physics, which provides the major with an undergraduate preparation in physics for either continued graduate study of immediate employment in physics.

The department also offers a two-year program for pre-engineering students and for those who have not definitely decided on a specific science major. (See following page for a complete description of this program.)

The Major:

The student must satisfy all general education requirements as set forth in this bulletin and complete the following courses:

Preparation for the Major: Physics 50, 51; Mathematics 50, 51, 52; Chemistry 10A-10B.

The Major: The twenty-four units of upper division work must include Physics 100, 101, 124, 125, 126, 127, 180, 181.

A Minor in Mathematics is required for the Physics Major.

Students expecting to attend graduate school are advised to take additional course work in mathematics and as many as possible of the following elective courses in physics: Physics 70, 130, 131, 140, 141, 190, 191. These courses would be taken during the junior and senior year.

It is also recommended that students fulfill as many of the non-science general education requirements as fit into the schedule during the freshman and sophomore year.

The following program of study fulfills the minimum requirement for a Bachelor of Science degree in physics. If the student is not prepared to take Mathematics 50 in the Fall of the freshman year, it would be preferable to take Mathematics 1 the summer preceding the freshman year. It would be possible, but difficult, to take Mathematics 1 in the fall of the freshman year and begin Physics 50 in the fall of the sophomore year.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Physics 100 (4)	Physics 101 (3)
Physics 50 (4)	Physics 51 (4)	Math 52 (4)	Physics 180 (3)
Math 50 (5)	Math 51 (5)	Chem. 10A (4)	Chem. 10B (4)
Phil. 10 (3)	Relig. Stud. 20 (3)	Eng. 27 or 28 (3)	Phil. 60 (3)
		Rel. Stud. (3)	Pol. Sci. 15 (4)

<u>Junior Year (1)</u>		<u>Senior Year (1)</u>	
Semester I	Semester II	Semester I	Semester II
Physics 124 or 126 (3-4)	Physics 125 or 127 (3-4)	Physics 124 or 126 (3-4)	Physics 125 or 127 (3-4)
Math u.d. (3)	Math u.d. (3)	Language, if needed (4)	Phil. selective (3)
Language (4)	Language (4)	Fine Arts (2)	Religious Studies, u.d. (3)
Physics 181 (2)	Phil. 130 (3)	Elective (5)	Fine Arts (2)
Soc. Sci (3)	Soc. Sci. (3)		Elective (3)

INTERDEPARTMENTAL PHYSICAL SCIENCE PROGRAM (including Pre-Engineering Program)

Program Advisor: Gerald N. Estberg (Physics Department)

This two-year program provides the student with a basic background in the physical sciences.

1. Pre-engineering

The student who successfully completes this program can transfer to an engineering school at the end of his sophomore year. The successful student will be guaranteed admission to the University of Notre Dame and Loyola University (Los Angeles) as a junior engineering major. Under this plan it is possible for the student to complete his bachelor's degree in Mechanical, Civil, or Electrical Engineering in two additional years at Loyola University; he can complete his degree in Aerospace, Electrical and Civil Engineering, Mechanical, Materials Science, and Engineering Science in two additional years at the University of Notre Dame. Most other major engineering schools have similar programs into which the student can transfer, with junior status, after two years.

2. Major in science or mathematics

The student who has not decided on a specific science major can begin this program and change to a major in one of the sciences when he decides on an area of concentration. A student can change to a mathematics or physics major at any point in the program without loss of time. A student deciding upon a chemistry or biology major should do so by the end of his freshman year in order to minimize loss of time in making up courses.

Two-year Pre-Engineering Program

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Physics 50 (4)	Physics 51 (4)	Physics 100 (4)	Physics 70 (3)
Math 50 (5)	Math 51 (5)	Physics 60 or 181 (3-2)	Physics 100 (3)
English 25 (4)	English 26 (3)	Math 52 (4)	Physics 180 (3)
Pol. Sci. 15 (4)	Relig. Stud. 20 (3)	Chem. 10A (4) or 28 (3)	English 27
	Economics 1 (3)	Phil. 10 (3)	Chem. 10B (4)

42—General Physics I (4)

A study of the fundamental principles of mechanics, and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: concurrent registration in Math. 8 or 50. (Fall, every year.)

43—General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 42. (Spring, every year.)

50—Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles of mechanics and wave motion. Three lectures weekly; one three-hour laboratory every two weeks and a recitation period alternate weeks. Prerequisite: concurrent registration in Math. 50. (Fall, every year.)

51—Introduction to Electricity and Magnetism (4)

A study of the fundamental principles of classical electricity and magnetism. Three lectures weekly; one three-hour laboratory every two weeks and a recitation section alternate weeks. Prerequisites: concurrent registration in Math. 51, Physics 50. (Spring, every year.)

60—Applied Mechanics (3)

A study of physical and mathematical representations of mechanical systems. To develop the principles and methods with which to solve these systems. The emphasis will be on dynamics. Prerequisites: concurrent registration in Math. 52, Physics 50.

70—Computer Fundamentals (3)

A development of the basic principles of analog and digital computers. Two lectures and one three-hour laboratory per week. Prerequisites: Math. 1 or the equivalent. (Spring, 1972.)

100—Introduction to Modern Physics (4)

An introduction to modern physics, with emphasis on the description and interpretation of key experiments leading to the development of recent theories in physics. Three lectures per week and one three-hour laboratory every week. Prerequisites: concurrent registration in Math. 52, Physics 51. (Fall, every year.)

101—Introduction to Thermodynamics and Statistical Mechanics (3)

A survey of Thermodynamics and statistical Mechanics and an introduction to Quantum Statistical Mechanics. Three lectures per week. Prerequisites: Math. 52, Physics 100. (Spring, every year.)

124—Electromagnetic Theory I (3)

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 100, 101, Math. 52. (Fall, 1972.)

125—Electromagnetic Theory II (3)

Applications of Maxwell's equations in areas such as optics, plasma physics, superconductivity, electrodynamics. Three lectures per week. Prerequisite: Physics 124. (Spring, 1973.)

126—Advanced Modern Physics (4)

An introduction to quantum mechanics and application to atomic, nuclear, and elementary particle physics. Four lectures per week. Prerequisites: Physics 100, 101, Math. 52. (Fall, 1971.)

127—Analytical Mechanics (4)

Statics and dynamics are developed using vector analysis; the Hamiltonian, and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 100, 101, Math. 52. (Spring, 1972.)

130—Advanced Laboratory I (2)

Advanced experiments in physics, selected by the instructor. Two three-hour laboratories per week. Prerequisites: Physics 100, and 180 or 181.

131—Advanced Laboratory II (2)

Continuation of Physics 130.

140—Advanced Laboratory III (2)

The student is expected to develop independently an experimental project. Prerequisites: Physics 100, 180, 181.

141—Advanced Laboratory IV (2)

Continuation of Physics 140.

180—Electronics I (3)

Development of the fundamental principles of analysis of electrical circuits. Two lectures and one laboratory per week. Prerequisites: Physics 50, concurrent registration in Physics 51. (Spring, every year.)

181—Electronics II (2)

Experiments in electronics for scientists. One lecture and one laboratory per week. Prerequisites: Physics 50, 51. (Fall, every year.)

190—Special Topics I (3)

Topics chosen by the instructor in areas such as thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, nuclear and elementary particle physics. Three lectures per week. Prerequisites: Physics 100, 101 and consent of the instructor. (Spring, 1972.)

191—Special Topics II (3)

(Same description as Special Topics I) Prerequisites: Physics 100, 101, and consent of the instructor. (Fall, 1972.)

POLITICAL SCIENCE

Ernest N. Morin, Ph.D., Chairman

John S. Chambers, Ph.D. Cand.

Donald H. Lintz, J.D.

Gilbert L. Oddo, Ph.D.

Deward H. Reed, Ph.D.

Irving Salomon, U.N. Consultant

A. Paul Theil, Ph.D.

Preparation for the Major: Political Science 1, 3, 15.

The Major: Twenty-four units of upper division work to include Political Science 110, 112, and six units (2 courses) each from 3 of the following areas:

American Institutions

103, 113, 114, 116, 117, 160, 167, 170, 174, 175, 178.

Comparative Government

140, 150, 155, 180, 181, 185, 187, 190, 192, 194.

International Relations

120, 121, 125, 126, 127, 133, 178.

Public Administration

101, 102, 103, 113, 167.

The Minor: Political Science 1, 15, 112, and nine upper division units.

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	Pol. Sci. 1 (3)	Pol. Sci. 15 (4)	Pol. Sci. 3 (3)
History 11 (3)	English 26 (3)	Economics 1 (3)	English 27
Language (4)	History 12 (3)	Language, if	or 28 (3)
Relig. Stud. 20 (3)	Language (4)	needed (4)	Phil. 60 (3)
Speech (2)	Phil. 10 (4)	Relig. Stud. (3)	Science (3)
		Science 11 (3)	Electives (3)
<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Pol. Sci. 110 (3)	Pol. Sci. 112 (3)	Pol. Sci., u.d. (6)	Pol. Sci., u.d. (6)
Pol. Sci., u.d. (3)	Pol. Sci., u.d. (3)	Minor or	Phil. selective (3)
Relig. Stud. (3)	Phil. 130 (3)	electives (9)	Minor or
Minor or	Minor or		electives (6)
electives (3-4)	electives (6-7)		
Science (3)			

1—Scope and Method of Political Science (3)

The basic problem to be examined is self-definition of "politics" investigated on theoretical and practical grounds. Two broad approaches will be surveyed: traditional and behavioral. In the traditional vein, the unit of analysis will be the characteristic institution — "the state" and various theories as to the origin of it. The behavioral approach will rest on the individual and how he behaves politically. Concepts, terms, and vocabulary of political science will be covered. (Spring, every year.)

3—Comparative Government (3)

Comparative political study is to identify and describe similarities and differences in politics and to explain them in terms of common categories so that relevant comparisons are possible. Common categories will be supplied by the application of a structural-functional model of governments. (Fall 1971; Spring, 1973.)

15—Issues in American Politics and History (4)

An analysis of contemporary American democracy in terms of historic political issues. This course meets the State requirement in American history and political institutions. (Every semester.)

101—Principles of Public Administration (3)

General theory and practice of governmental administration at the national, state and local levels. Development and effectuating of policy and implementation of legislation. Communications, administrative structure, and the role of the public administrator in society. (Spring, every year.)

102—Public Finance (3)

Study of revenues and expenditures of federal, state, and local governments. Theories of taxation, borrowing, debt, deficit financing, budgeting, and inter-governmental relations. Prerequisites: Economics 1-2. (Spring, every year.)

103—Intergovernmental Relations (3)

A study of intergovernmental relations at the boundaries where all three levels of government operate in close proximity. Investigates the foundation of a philosophy of intergovernmental relations and coordination of Federal, State, and local action, which has been pragmatic and incremental. Probes emerging public problems likely to require intergovernmental cooperation in terms of allocation of functions, responsibilities, revenues, tax sharing, and coordination of administrative practices. (Spring, every year.)

105—Statistics in Political Science (3)

This course is designed to acquaint the student with the elements of statistical description (central tendency, variability, confidence limits, tests of significance, correlation, etc.) and, more important, to develop an understanding of statistical inference as a part of scientific methodology. (Spring, every year.)

110—Political Theory I: Ancient and Medieval (3)

The development of political theory from Thucydides, Plato, and Aristotle to the fourteenth century. Comparative treatment of political philosophers' attempts to define issues and apply reason to the governance of man, with concentration on normative and empirical theories on man, society, government, and related political concepts. (Fall, every year.)

112—Political Theory II: Modern (3)

The development of political ideas from Machiavelli to the twentieth century. Builds upon the teaching of innovators of normative and empirical theory of ancient times and concludes with important intellectual contributions of men of recent times to the political life of man. Prerequisite: Pol. Sci. 110. (Spring, every year.)

113—Politics and Parties (3)

An examination of the origin, nature, structure and operation of American political parties and pressure groups, and their role in the political process. (Spring, 1973.)

114—American Political Thought (3)

Political thought from colonial times. Evolution of the American pattern of democracy. The contributions made to political thought by John Adams, the Federalists, Calhoun, Webster, Woodrow Wilson, and Franklin Roosevelt. (Spring, every year.)

116—Political Participation (3)

This course is designed to include both a strong theoretical orientation to the planning and execution of election strategies and tactics and a practical application phase during which students work with candidates vying for public office. (Fall, 1972, 1974.)

117—Contemporary American Problems (3)

The economic and social problems in our society as these confront the government and decision-makers forming the background for political action. Explains the evolution of these problems and the present interlocking of the political, economic and social factors. (Spring, every year.)

120—International Politics (3)

The principles of international politics. The rationality and morality in international politics as the positions bear upon the national interest and power structures. Examines the major international problems in the modern world. The ideological elements in international affairs. (Fall, every year.)

121—International Crises (3)

Causes and analysis of inter-state tensions since World War II. (Fall, every year.)

125—International Organizations (3)

The structures and purposes of international organizations: the United Nations, SEATO, NATO, CENTO, the Warsaw Pact countries, the Colombo Plan countries, and the Organization of American States. (Spring, every year.)

126—Model United Nations (1)

The development and execution of a program of support of a nation's position in the United Nations. Students work on pertinent resolutions, learn parliamentary procedures, and participate in the Model United Nations meetings held each spring. May be repeated for four units. (Every semester.)

127—International Law (3)

The theory and practice of international law. Diplomatic intercourse and its problems. The recognition of states. Treaties and alliances. The International Court. (Fall, every year.)

133—International Economics (3)

Study of the bases and patterns of international trade of goods, services and capital movements. Theories of international economics, foreign exchange, balance of payments, and tariffs and their institutional settings are examined. Prerequisite: Economics 1-2. (Fall, every year.)

140—Politics of South-South East Asia (3)

Political institutions and politics of selected states from among India, Pakistan, Ceylon, Kashmir, Bhutan, Sikkim, Nepal, Burma, Cambodia, the Koreas, the Vietnams, Laos, Thailand, the Philippines, or Indonesia. Sketches the growth of selected states and the problems and significance in the modern state system. (Fall, every year.)

150—Politics in Great Britain (3)

Political institutions and politics in the United Kingdom; the constitution, cabinet, parliament, parties and elections, foreign policy, economic problems, etc. Deals mainly with today's activities. (Spring, 1972.)

155—Politics in France (3)

A study of the evolution, structure, and functioning of the French political system with particular emphasis on contemporary problems in domestic and foreign relations. (Spring, 1973.)

160—Political Dynamics (3)

An introduction to the contribution of the behavioral sciences to understanding how the individual behaves in politics. Political socialization, political orientation and political participation are explained as manifested in formation of attitudes, public opinion, group organization and political power. The possibility of developing a science of politics is examined and examples of quantitative and qualitative research methods are described. (Fall, every year.)

167—Federal Regulatory Agencies and Administrative Law (3)

Analysis of the functions of regulatory agencies such as the ICC, FTC, Maritime and others. Their impact upon the public and upon Congress. Practical considerations in the administration of federal law and policies. Administration regulations and quasi-judicial powers. (Spring, 1972.)

170—The Nature and Function of American Law (3)

The nature and function of American law particularly as they relate to political issues and to society. (Fall, every year.)

174—The Courts and Civil Liberties (3)

A study of the role of law and judicial interpretation in the evolution of solutions to problems of freedom of expression, association, and conscience, etc. Also, the development of procedural rights at all court levels. (SS, 1972.)

175—Recent Supreme Court Decisions (3)

An analysis of the impact of recent Supreme Court decisions on politics, minority rights, law enforcement, and the structure of the government. (Spring, every year.)

178—Contemporary American Foreign Policy (3)

Problems and issues of current import in American Foreign Policy. The focus is on the decision-making process and the impact of the domestic and international environment on that process. (Fall, every year.)

180—Government of the USSR (3)

Czarist Russia from 1860. The fall of Czarism and reasons for the Revolution. Governmental institutions of the USSR. Structure of the Communist Party. The political and economic relations with other states. (Spring, 1973.)

181—Governments of Eastern Europe (3)

An analysis of the historical, philosophical, and institutional aspects of the politics. The political relations of the countries with the USSR and significant changes in the relations with the West since World War II. (Fall, every year.)

185—Governments of Mexico and Central America (3)

Government institutions and processes of Mexico and Central American countries. Historical, geographical, economic, social, and cultural factors which have contributed to the present political postures. (Fall, 1973.)

187—Governments of South America (3)

Government institutions and processes of South American countries, historical, geographical, economic, social and cultural factors which have contributed to the present political postures. (Fall, 1973.)

190—Politics of China and Japan (3)

A structural-functional analysis of China and Japan in terms of political culture, power, interests, policies, and religions. Emphasis on the policies and problems following World War II, and relationships with other states in the region. (Spring, 1972.)

192—Governments of the Middle East (3)

Comprises a description of the political institutions of the Arab states and the historical background of Arab nationalism. There will be an investigation of the Arab view on regional organization and its impact on functional integration and regional security and the attendant problems of the Arab states in international politics and the Palestine problem. (Fall, 1972, 1973.)

194—Politics of the African States (3)

The institutions and problems of the non-Mediterranean African states to include current economic and political groupings and the problems posed by arbitrarily set national boundaries and participation in international politics. (Fall, 1971.)

199A-199B—Research Project in Political Science (1-3)

Permits Political Science major to pursue two independent research projects, one each semester of senior year. Topics are selected by student after consultation with department faculty. (Fall and Spring.)

Note: For graduate courses in Political Science, see Graduate Division Bulletin.



PSYCHOLOGY

Gerald Sperrazzo, Ph.D., Chairman

John A. Plag, Ph.D.

A. John Valois, Ph.D.

Mary Jane Warren, Ph.D.

The Psychology Department's objective is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare.

Plan A equips the psychology major with the prerequisites for successful graduate study in psychology.

Plan B is offered for students whose interests lie in related fields where a basic grounding in psychological knowledge is desirable; such fields as the ministry, primary and secondary education, social work, law, business, personnel, and optometry.

Preparation for the Major:

Plan A: Psychology 1, 2, and 60; Mathematics 1 or 8; three semesters of science, including laboratory work; English 175.

Plan B: Psychology 1, 2, and 12; general education requirements in science.

The Major: Plan A: (Preparation for Graduate Work)

The 24 units of upper division work must include Psychology 107 (History and Systems); 109 (Development Psychology); 119 (Psychological Testing); and 160 (Experimental Psychology).

The Major: Plan B: (Liberal Arts)

The 24 units of upper division work must include Psychology 109 (Developmental Psychology) or for credential candidates, a substitution approved by the department; 145 (Social Psychology); 152 (Introduction to Methods of Counseling); 107 (History and Systems) or 131 (Theories of Personality) whichever is offered in the senior year.

The Minor:

The total of 18 units must include Psychology 1 and 2 in the lower division and at least three upper division courses including Psychology 107 or 131, whichever is offered in the senior year.

Recommended Program of Study

PLAN A			
Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Psychology 1 (3)	Psychology 2 (3)	Psychology 60 (3)	Phil. 60 (3)
English 25 (4)	English 26 (3)	Science 14 (3)	Mathematics 1 or
Language (4)	Language (4)	Language, if	8 (4 or 3)
Science 11 (3)	Science 13 (3)	needed (4)	Pol. Sci. 15 (4)
Phil. 10 (3)	Relig. Stud. 20 (3)	English 27 (3)	Relig. Stud. (3)
		History 11 (3)	History 12 (3)

PLAN A (cont.)

<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Religious Studies, either year (3)			
Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)
Phil. 130 (3)	Fine Arts (2)	Phil. u.d. (3)	Electives, u.d. (6-9)
Fine Arts (2)	Electives, u.d. (6-9)	Elective, u.d. (6)	
English 175 (3)			
Elective u.d. (3)			

PLAN B

<u>Freshman Year</u>		<u>Sophomore Year</u>	
Semester I	Semester II	Semester I	Semester II
Psychology 1 (3)	Psychology 2 (3)	Psychology 12 (3)	Phil. 60 (3)
English 25 (4)	English 26 (3)	Language, if needed (4)	Pol. Sci. 15 (4)
Language (4)	Language (4)	Science 14 (3)	History 12 (3)
Science 11 (3)	Science 13 (3)	English 27 (3)	Relig. Stud. (3)
Phil. 10 (3)	Relig. Stud. 20 (3)	History 11 ((3)	Fine Arts (2)

<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Religious Studies, either year (3)			
Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)	Psychology u.d. (6)
Phil. 130 (3)	Electives, u.d. (6-9)	Phil. u.d. (3)	Electives, u.d. (6-9)
Elective, u.d. (6)		Electives u.d. (8)	
Fine Arts (2)			

1—Introductory Psychology (3)

General education course in psychology. Emphasizes concepts relating to an understanding of human behavior. Includes growth and development, measurement, intelligence, personality and behavior disorders. (Meets the credential requirement in general psychology.) (Every semester.)

2—General Psychology (3)

Study of basic principles of psychology with emphasis on experimental aspects. Topics include motivation, emotion, perception, learning, thinking, and social psychology. Recommended for those planning additional work in the field. Two hours of lecture and two hours of laboratory weekly. (Meets the credential requirement in general psychology.) (Every semester.)

- 12—**Psychology of Personal and Social Adjustment (3)**
The development of the normal personality. Examination and interpretation of the factors which help an individual to understand himself and adapt to the social world about him. (Fall, every year.)
- 60—**Statistical Methods (3)**
An introduction to the use of statistics with emphasis on measures of central tendency and variability, statistical inference, sampling theory, confidence limits, tests of significance, chi-square and correlation. (Fall, every year.)
- 105—**Advanced Statistics (3)**
Continued study of quantitative methods in psychology with particular emphasis on methods of correlation analysis, non-parametric statistics and analysis of variance. Prerequisite: Psychology 60. (Spring, 1972.)
- 107—**History and Systems of Psychology (3)**
A survey of the historical background of modern psychology with consideration of the major theories and systems. Prerequisite: six upper division units in Psychology or consent of the instructor. (Fall, 1972.)
- 108—**Motivation (3)**
Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation. Prerequisite: Psychology 1 and 2. (Fall, 1971.)
- 109—**Developmental Psychology (3)**
Study of growth and development of the normal individual from conception through childhood, adolescence, maturity, and old age. Influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual's life. (Fall, 1971.)
- 112—**Adolescent Psychology (3)**
The study of the physical, intellectual, social, and emotional aspects of the adolescent life. Prerequisite: Psychology 1 or 2. (Spring, 1972.)
- 119—**Psychological Testing (3)**
Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 1, 2 and 60. (Spring, 1973.)
- 131—**Theories of Personality (3)**
Theories and principles of personality with emphasis on their scientific study and application to the problems of adaptation. Prerequisites: six upper division units in Psychology. (Spring, 1972.)
- 135—**Issues in Human Learning (3)**
Explorations into the course of cognitive growth, the acquisition of language, problems of motivation, uses and abuses of measurement in learning, creativity and conformity, cultural deprivation and learning. Prerequisite: Psychology 1. (Fall, 1972.)

145—Social Psychology (3)

Group behavior and group membership, socialization of the individual processes of social interaction with critical analysis of psychological factors in major social problems including attitudes, opinions, propaganda, and cultural group processes. Prerequisite: Psychology 1 or 2. (Spring, 1973.)

146—Human Relations (3)

An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving inter-personal relationships. (Spring, 1972.)

152—Introduction to Methods of Counseling (3)

Introduction to problems and methods of counseling. Developments, techniques, and basic issues in counseling. Prerequisite: Nine upper division units in Psychology. (Spring, 1972.)

160—Experimental Psychology (4)

Lectures and experiments applied to the areas of sensation, perception, and learning. Two lectures and two laboratory periods weekly. Prerequisite: Psychology 1, 2, and 60. (Spring, 1972.)

161—Advanced Experimental Psychology (4)

Survey of the experimental literature, assigned and original laboratory projects in all areas of psychology. Two lectures and two laboratory periods weekly. Prerequisite: Psychology 1, 2, 60, and 160. (Spring, 1973.)

168—Abnormal Psychology (3)

Study of the dynamics and processes of abnormal behavior with consideration of the biological, psychological and sociological factors involved. Prerequisite: Nine upper division units in Psychology. (Spring, every year.)

170—Introduction to Clinical Assessment (3)

This course is designed to provide an introduction to diagnostic devices used in psychology to assess clinical problems. Emphasis will be placed upon the integration of diagnostic information for purposes of evaluation and prediction of individual behavior. Prerequisite: Psychology 119 and 168. (Fall, 1971.)

185—Humanistic Problems in Psychology (3)

The study of the scientific-humanistic approach to the study of man. Problems in the psychology of values, religion, alienation, self actualization, and individuality will be considered. Prerequisite: Six upper division units in Psychology. (Spring, 1973.)

190—Psychology of the Exceptional Child (3)

Characteristics of and educational provisions for exceptional children, including the mentally and physically handicapped, the emotionally disturbed, and the gifted, with special consideration of adjustment problems. Prerequisite: Psychology 1 or 2. (Spring, every year.)

191—Psychology of the Mentally Retarded (3)

Sensory development and learning characteristics of the mentally retarded, and their problems in social, psychological, and vocational adjustment. (Fall, every year.)

198—Practicum (1)

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of 4 units, but restricted to one (1) unit per semester. (Every semester.)

199—Special Study (3)

Individual study including library or laboratory research and written reports. Prerequisite: senior standing in psychology and consent of the instructor. (Every semester.)

Graduate Courses

200—Seminar In Theories of Personality (3)

This course is designed to critically examine and explore current theories of personality in the field of psychology. The original writings of the theorists will be considered as the primary source of information for this course. Some of the personality theories that will be covered during this seminar are those of Adler, Fromm, Jung, Freud, Murray, Horney, Sullivan, Lewin, Allport, and others.

201—Research Techniques (3)

A study and application of the scientific methods in psychology. Required of all M.A. candidates who have not had a comparable course. (Fall, 1971.)

202—Identity Formation In Adolescence (3)

Study of transformation, conflict, and integration in identity in the high school years in relation to psychological factors in personal development, the dominant culture of the school and the prevailing national and world social climates. Prerequisite: consent of the instructor.

203—Group Dynamics (3)

The social and psychological factors related to the dynamic interactions operating in small groups. Individual involvement in small group activity will be required for this course.

204—Seminar In Counseling Methods and Theory (A) (3)

This course examines the traditional approaches and theories of counseling such as client-centered, existential, and behavior modification. (Spring, 1972.)

205—Seminar In Counseling Methods and Theory (B) (3)

This course is a continuing sequence of Psychology 204. (Fall, 1972.)

217—Advanced Psychological Testing (3)

Supervised experience in administration, scoring and interpretation of psychological tests, excluding the BINET and the WAIS, and a introduction to the theory and principals projective techniques.

219—Individual Psychological Testing (3)

Theory and practice of intelligence testing with emphasis on the administration, scoring, and interpretation of the Stanford-Binet and Wechsler Scales. Prerequisite: Psychology 60 and 119, and consent of the instructor. (Offered when sufficient demand.)

220—Practicum In Counseling (6)

Supervised experience in a counseling setting under the supervision of the Psychology department.

221—Field Experience In Counseling (3)

Supervised experience in a community counseling agency.

264—Thesis (6)

299—Independent Study (1-3)

RELIGIOUS STUDIES

Rev. Msgr. John R. Portman, S.T.D., Chairman

Rabbi Joel S. Goor, M.A.

Reverend Jack Lindquist, B.D.

Reverend Joseph T. McDonnell, M.A.

Reverend Warren J. Rouse, O.F.M., M.A.

Raymond Olin Ryland, Ph.D.

Delwin B. Schneider, Ph.D.

Reverend Francis W. Wieser, J.C.D.

The Minor: The eighteen units of work should include Religious Studies 20, 25, 130, 150, and six additional units.

20—Introduction to Scripture (3)

The formation, literary forms, historical character, and major themes of the Old and New Testaments. (Every semester.)

25—Contemporary Understanding of Christ (3)

A biblical and contemporary analysis of the person of Christ and man's relationship to Him through grace. (Every semester.)

- 35—**The Ecumenical Movement: Growth Toward Christian Unity (3)**
Theological trends in major non-Roman Catholic denominations. Guest lecturers from these denominations. (Every semester.)
- 40—**Christian Anthropology (3)**
A biblical exploration of man's position in the universe, understood by examining his relation to his Creator and the rest of the created world. The primacy and dignity of man as a person. (Every semester.)
- 45—**Religious Dimensions of Modern Youth Cultures (3)**
A study of religious themes in various contemporary youth cultures; analysis of their cultic forms, community life styles, and musical and artistic expressions. (Fall, 1971.)
- 110—**History of Eastern Religions (3)**
A study of selected Eastern Religions: Hinduism, Buddhism, Chinese religions, and Islam. (Every semester.)
- 130—**Contemporary Moral Theology (3)**
A consideration of recent approaches of Christologic foundations of Moral Theology. Personal realization of Christian morality. (Every semester.)
- 135—**Fulfillment in Marriage (3)**
An interdisciplinary approach to the study of marriage led by a theologian, a psychologist, and a sociologist. Guided reading, discussions, lectures. (Every semester.)
- 150—**Contemporary Theology of the Church (3)**
What does it mean to be a Catholic Christian in the modern world? An investigation of this question is made through a study of contemporary ecclesiological themes. (Every semester.)
- 155—**Theology of the Sacramental Encounter (3)**
The Sacraments of Initiation (Baptism, Confirmation, First Eucharist) and Reconciliation (Penance). An historical survey demonstrating that the customs of the Church embody and reflect its theology. Practical considerations for the contemporary Catholic are an integral part of the course. (Spring, every year.)
- 165—**Theological and Historical Analysis of the Liturgy (3)**
The concept of worship and its relation to the human historical element of the liturgy in the context of the Second Vatican Council. (Fall, every year.)

SCIENCE

Interdepartmental Course for Non-Science Majors

11-12—Physical Science I and II (3-3)

- I: This course is intended to acquaint the student not majoring in the sciences with some of the basic concepts of physical science. Several examples of the implications of these ideas as they are applied through technology and their importance to the non-scientist will be considered. Lectures, discussions, demonstrations. (Every semester.)
- II: The concepts developed in Physical Science I will provide the basis for further consideration of phenomena which are observed in nature. Representative topics might include pollution problems and the chemistry of life processes. Lectures, discussions, demonstrations. Prerequisite: Physical Science I. (Every semester.)

13-14—Life Science I and II (3-3)

- I: Fundamental concepts underlying modern biology. Origin and nature of life; energy utilization; how life perpetuates and adapts itself to the changing world. Two lectures, one 3-hour laboratory weekly. Prerequisite: Physical Science I. (Every semester.)
- II: Examination of the evolution and diversity of life on earth. The interactions of organisms and their environment, structure, and function. Biology of the human organism. Two lectures, one 3-hour laboratory. Prerequisite: Life Science I. (Every semester.)

SOCIAL SCIENCE — INTERDEPARTMENTAL MAJOR

The objective of the Interdepartmental Social Science major is to provide flexible areas of study for prospective teachers and social welfare workers. Participating departments are economics, history, political science, psychology, and sociology. Courses are to be selected from three departments. The department in which the concentration is taken handles the student advising.

The student must satisfy the general education requirements as set forth in the bulletin and complete the following courses:

Preparation for the Major: History 11-12, Economics 1, Sociology 1, Political Science 15, Psychology 1; Anthropology 10 is highly recommended.

The Major:

Social Science I	12 units
Social Science II	3-9 units
Social Science III	3-9 units

Recommended Program of Study

<u>Freshman Year</u>		<u>Sophomore Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
English 25 (4)	English 26 (3)	English 27 or 28 (3)	Soc. Sci. (3)
History 11 (3)	History 12 (3)	Science (3)	Pol. Sci. 15 (4)
Science 11 (3)	Science (3)	Language (4)	Language (4)
Soc. Sci. (3)	Soc. Sci. (3)	Fine Arts (2)	Fine Arts (2)
Relig. Stud. 20 or Phil. 10 (3)	Phil. 10 or Relig. Stud. 20 (3)	Relig. Stud. (3)	Phil. 60 (3)
<u>Junior Year</u>		<u>Senior Year</u>	
<u>Semester I</u>	<u>Semester II</u>	<u>Semester I</u>	<u>Semester II</u>
Religious Studies, either year (3)			
Soc. Sci. u.d. (6)	Soc. Sci. u.d. (6)	Soc. Sci. u.d. (6)	Soc. Sci. u.d. (3)
Language, if needed (4)	Electives (6-9)	Electives (6-9)	Electives (6)
Electives (6)		Phil. selective, either semester (3)	
Electives (6-9)			
Phil. 130, either semester (3)			



SOCIOLOGY

Reverend William A. Nolan, Ph.D., Acting Chairman

Sister Emerine Glowienka, Ph.D.

Janet Jensen, Ph.D. Cand.

Karena Shields, M.A., M.D.

Preparation for the Major: Sociology 1 (prerequisite for upper division courses); Economics 1; Anthropology 10; Psychology 1; Sociology 60 (Statistics).

The Major: The Sociology department offers three programs, each of 24 upper division units:

Plan A: for those intending to undertake graduate work in sociology.

Required courses: Sociology 122 or 123

Sociology 124

Sociology 150

Recommended courses: Sociology 145, 161, 190

A full year of Sociological Theories

Plan B: for those preparing for elementary or secondary teaching.

Required courses: Sociology 124

Sociology 145

Sociology 130 or 131 or 132 or 133

Recommended courses: Sociology 115, 150, 161, 146 or 148.

Six units from allied disciplines (economics, history, anthropology, political science) may be included in the twenty-four unit upper division requirement.

Plan C: for those preparing for careers in social and welfare work and other professional positions, and for students desiring to understand social relationships better.

Required courses: Sociology 124

Sociology 150

Sociology 155

Recommended courses: Sociology 145 or 130 or 131

Sociology 161

Sociology 146 or 147 or 148

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Sociology 1 (3)	English 26 (3)	Sociology 60 or elective (3)	Phil. 60 (3)
English 25 (4)	Language (4)	English 27 or 28 (3)	Pol. Sci. 15 (4)
Language (4)	Psychology 1 (3)	Language 3, if needed (4)	Relig. Stud. (3)
Phil. 10 (3)	Relig. Stud. 20 (3)	Science 11 (3)	Science (3)
Fine Arts (2)	Fine Arts (2)	Economics 1 (3)	Anthro. 10 (3)

<u>Junior Year</u>		<u>Senior Year</u>	
Semester I	Semester II	Semester I	Semester II
Sociology 150 (3)	Sociology u.d. (6)	Sociology u.d. (6)	Sociology 124 (3)
Sociology u.d. (3)	Relig. Stud.	Phil. selective (3)	Sociology u.d. (3)
Phil. 130 (3)	u.d. (3)	Minor u.d. or	Electives u.d. (6)
Science (3)	Minor or	electives (6)	Elective (4)
Minor or	electives (6)		
electives (3)			

1—Introductory (3)

Basic concepts of sociology, groups, social processes, status-role, society; behavior patterns, social institutions, culture, social change. (Every semester.)

35—Marriage and Family (3)

Analysis of dating, engagements, marriage, and family relationships. Evaluation of problems by means of lecture and group discussion. Oriented towards non-majors.

60—Statistical Methods (3)

An introduction to the use of quantitative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation. (Fall, every year.)

112—Human Ecology (3)

Survival of man and the future of the earth as a habitable planet. Involves the scientific study of balance of nature and life; Man's economic, social, and intellectual use and misuse of the ecosphere. Prerequisite: Anthropology 10 or equivalent. (Fall, 1971.)

115—Advanced Cultural Anthropology (3)

An advanced course in the problems of human beings, past and present, primitive and modern. Emphasis is given to the cultures of living primitive (preliterate) tribes. Prerequisite: Sociology 1. (Fall, alternate years.)

116—Ethnological Research in Middle America

See Anthropology 116 (Summer.)

117—Problems in Modern Culture (3)

See Anthropology 117. (Spring, 1973.)

118—Demography and Population

An analytical study of the size, territorial distribution, and composition of population in selected societies; of changes therein, including migration, migratory trends, and social mobility. Consideration is also given to fertility problems and their relationship to social structure, social institutions, and socio-economic changes. Emphasis is placed on two major spheres: the world population — prospects and problems; and the American population scene — problems and prospects. (Fall, 1972.)

- 122—**Sociological Theories I (3)**
Development of sociological theories from Comte to Max Weber. Prerequisite: senior standing. (Fall, 1972.)
- 123—**Sociological Theories II (3)**
Development of sociological theories from Weber to contemporary European and American sociologists. Prerequisite: senior standing. (Spring, 1973.)
- 124—**Methods of Social Research (3)**
An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research designs, empirical methods, and the special problems of measurements, analysis, and interpretation are stressed. (Spring, every year.)
- 130—**America's Minorities (3)**
Minority status in past and present American society. Contacts and conflicts. Prejudice and discrimination. Possibilities of resolution by tolerance and cooperation. (Spring, 1972.)
- 131—**Assimilation of Migrants and Minorities (3)**
An introduction to the field of assimilation theory and research relative to minority and migrant ethnic groups, with particular attention to the patterns and problems of assimilation among different, racial, national, religious, and socio-economic groups in the United States. Consideration is also given to trends in resolution and to the role of major institutions in the assimilation process. (Spring, 1973.)
- 132—**Mexican-Americans and Chicanos of the Southwest**
An in-depth study of the historical heritage, social structure, community, family life, and culture of the Mexican-American and Chicano in the Southwestern United States, including his problems and prospects. (Fall, 1972.)
- 133—**Black American Society**
Studies the cultural and historical heritage of Black Americans; their life styles of the past and the present in the Black ghetto and in the broader society. (Fall, 1971.)
- 134—**Indians Today**
Survey of reservation and non-reservation American Indians: their culture today. (Fall, 1973.)
- 145—**Social Psychology (3)**
An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership, and collective behavior, are stressed. (Fall, 1972.)
- 146—**Youth Problems Today (3)**
Analysis of current social, economic, and psychological factors contributing to difficulties of adjustment in the transition period between childhood and adulthood. (Fall, 1972.)

- 147—**Criminal Behavior (3)**
Extent and characteristics of crime. Physical, mental, economic, and social causes. Penal discipline and parole. Field work with local agencies. (Fall, every year.)
- 148—**Juvenile Delinquent Behavior (3)**
Nature, extent, and causes. Remedial measures in the home, school, juvenile courts, correctional institutions, and recreational agencies. Field work with local agencies. (Spring, every year.)
- 150—**Social Structure, Organization, and Institutions (3)**
An analysis of the basic structure and organization of human society and its institutions, including the nature of social allocation and social power. Models of various societies are considered but emphasis is placed on the American scene. (Fall, every year.)
- 151—**Sociology of Religion and Religious Institutions (3)**
A preliminary introduction to and analysis of religion as a social institution, and of its relationship to other institutional spheres in a societal structure. Religion and religious institutions in various societies are considered, with major stress on those in American society. (Fall, 1973.)
- 153—**Sociology of Familial Institutions (3)**
A study of the family as a social institution, its structure, functions, interaction, and relationship to other social institutions. Emphasis is placed upon American families. (Spring, 1972.)
- 154—**Comparative Familial Systems (3)**
Ancient Jewish, Greek, Roman, and Chinese family systems. Medieval European families. Comparison of American ethnic families: Black, Chicano, Indian, Puerto Rican. (Spring, 1973.)
- 155—**Sociology of Welfare Institutions (3)**
Early to contemporary welfare policies in Western Europe and United States. Structure and functions of welfare institutions. Welfare theories of Comte, Spencer, Sumner, Ward, and contemporary social scientists. (Spring, every year.)
- 157—**Social Stratification (3)**
An introduction to the nature, characteristics, and functions of social stratification in human society, including analyses of status, social class, caste, power distribution, and formation of "elites." Particular attention will be paid to theory and research in social stratification and relevant areas. (Fall, 1971.)
- 158—**Classes in Cities and Suburbia (3)**
Analysis of social stratification with emphasis upon the modern metropolis. Evaluation of pressures toward or away from class rigidity. (Spring, 1973.)
- 160—**Political Dynamics (3) (Political Science 160)**
An introduction to the contribution of the behavioral sciences to understanding how the individual behaves in politics. Political socialization, political orientation, and political participation are

explained as manifested in formation of attitudes, public opinion, group organization, and political power. The possibility of developing a science of politics is examined and examples of quantitative and qualitative research methods are described. (Fall, 1971.)

161—Social Change (3)

An introduction to the nature, sources, characteristics, theories, and consequences of social change. Analysis is made of social change in varying societies, with major emphasis on change and its consequences for American society. (Spring, every year.)

163—Urban Communities in Change (3)

An analysis of communities with special reference to changes in urban communities. (Fall, 1972.)

168—Social and Behavioral Disorganization (3)

Study of the dynamics and processes of abnormal behavior and consideration of the biological, psychological, and sociological factors involved. Prerequisite: Nine upper division units in Psychology. (Spring, every year.)

180—Sociology of Community Health (3)

An introductory course covering the major concepts of community health, its needs, problems, activities, and laws, including environmental sanitation, basic health problems, and community health resources and planning. A field survey and report of an actual community health problem is required of each student. (Fall, 1971.)

181—Organization, Administration, and Supervision in Health Institutions (3)

An introduction to the principles of organization, administration, and supervision in health institutions, with particular emphasis on employee counseling and guidance, organizational problems and alternative solutions in the areas of social work, community health, social welfare, and related health and medical fields. A field problem will be presented to each student for study and report. (Spring, 1972.)

190—Pro-Seminar in Sociology (3)

A summation course in sociology with particular emphasis in the analysis and synthesis of major sociological concepts, systems, and trends, including theory and research. Each student will be asked to do a research project in some major sociological area. (Fall, 1971.)

198—Field Experience in Community Development (1)

Practical experience in a field setting under professional supervision. Each student completes 40 hours of training and service in community development. (Fall, every year.)

199—Special Studies (1-3)

Individual study and written research. Prerequisite: consent of instructor.

Note: For graduate courses in Sociology, see Graduate Division Bulletin.

SPANISH

Graciela Miranda Graves, Ph.D., Chairman

William J. Freitas, Ph.D.

Sister Marina Mapa, Ph.D.

August G. Roedel, M.A.

Sister Alicia Sarre, Ph.D.

The elementary and intermediate Spanish courses make intensive use of the language laboratory.

A background of Latin or another foreign language, (two years in high school or one year in college) is required of students majoring in Spanish.

Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12-15 units of lower division or equivalent).

The Major: The twenty-four units of upper division work should include Spanish 102, and five period courses.

The Minor: The eighteen units must include Spanish 101, 103, and three additional upper division units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	English 27 or 28	Pol. Sci. 15 or
History 11 or	History	or Pol. Sci. 15	English 27 or 28
61 (3)	12 or 62 (3)	(3 or 4)	(3 or 4)
Relig. Stud. 20 or	Phil. 10 or Relig.	Science 11 (3)	Science (3)
Phil. 10 (3)	Stud. 20 (3)	Phil. 60 (3)	Relig. Stud. (3)
Spanish (4)	Spanish (4 or 3)	Spanish (3)	Spanish (3)
Electives (2-3)	Electives (2-3)	Minor and/or	Minor and/or
		electives (4)	electives (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Spanish (6)	Religious Studies,	either year (3)	
Science (3)	Spanish (6)	Spanish (6)	Spanish (6)
Minor and	Minor and	Minor and	Minor and
electives (7)	electives (7)	electives (6)	electives (10)
	Phil. 130 (3)	Phil. selective (3)	

1-2—Elementary (4-4)

Introduction to Spanish: reading, writing, grammar, pronunciation, elementary conversation. (Every semester.)

3—Intermediate (4)

Complete review of grammar and syntax. Oral and written practice in idiomatic Spanish. Laboratory practice. Intermediate conversation and composition. (Every semester.)

- 4—Intermediate (3)
Further study and exercise of Spanish syntax and idioms. Intensive reading, advanced conversation and composition. (Every semester.)
- 99—Advanced Conversation (2)
Intensive oral practice for students who have completed Spanish 3 or equivalent.
- 101—Advanced Composition (3)
Oral and written practice in current Spanish idioms. (Spring, every year.)
- 102—Civilization of Spain (3)
(Fall, every year.)
- 103—Introduction to Spanish Literature (3)
A survey of the main characteristics and masterpieces of the different periods of Spanish literature from the Middle Ages to the present. (Spring, every year.)
- 121—The Middle Ages and Pre-Renaissance Periods (3)
From the origin to La Celestina. (Fall, 1971.)
- 122—The Renaissance (3)
The XVI Century: Lyric and epic poetry; the novel; historical and religious prose; the origins of the theatre. (Spring, 1972.)
- 123—The XVII Century: Prose and Poetry (3)
Cervantes, Gongora, Quevedo, Gracian. (Fall, 1972.)
- 124—The Spanish Theatre of the Golden Age (3)
The history and character of the Spanish theatre; Lope de Vega and his school; Tirso de Molina; Calderón de la Barca, his secular and religious theatre. (Fall, 1972.)
- 125—Neoclassicism and Romanticism (3)
The XVIII Century: Erudition and criticism. The XIX Century: the romantic theatre and poetry; prose up to the "costumbristas" and transitional novel. (Spring, 1973.)
- 126—The Nineteenth Century: Postromanticism, Realism, and Naturalism (3)
Post-romantic poetry, theatre, and prose; the Spanish "novela de tesis," "regional," and "naturalista." (Fall, 1971.)
- 127—Twentieth Century Spanish Literature (3)
Spanish prose, poetry, and the theatre from the Generation of 1898 to the present day. (Spring, 1972.)
- 130—History of the Spanish Language (3)
An introduction to the history and development of the Spanish language. (Spring, 1973.)
- 135—Structural Linguistics (3)
(Fall, 1973.)



145—Survey of Spanish American Literature (3)

A cursory study of the history and outstanding works of Spanish American literature. (Fall, 1972.)

146—Contemporary Spanish American Literature (3)

(Spring, 1973.)

147—Spanish American Novel (3)

(Fall, 1971.)

150—Ibero-American Civilization (3)

(Spring, 1972.)

Note: For graduate courses in Spanish, see Graduate Division Bulletin.

SPEECH ARTS

B. R. Van Vleck, M.A., Chairman
Dolores Hart Carmichael, Ph.D. Cand.

The department aims to offer every student the opportunity to attain the ability to communicate acceptably in oral English; to offer all students the opportunity to attain specific communicative skills and knowledge in the speech arts; to develop specific skills in listening and bodily utilization; to develop skills, techniques, and attitudes that inculcate proficiency in criticism, evaluation, appreciation, and interpretation of oral communication; to offer majors and minors a program of study designed to meet requirements of a professional nature in the speech arts.

Preparation for the Major or Minor: The speech major or minor should have a strong interest in general speech arts activities. Possibly he or she has had experience in speech contests, dramatics, debate or student government in high school. He or she should be free from any marked speech deficiency. The major who may intend to teach, enter the legal profession, enter business or politics or go on to graduate study may well obtain a minor in economics, English, political science, psychology, sociology, or theatre arts.

The Major: Speech 1, 2, 3, 4, 6 and 40 are recommended in the first two years. The twenty-four units of upper division work should include Speech 100, 120, 150, 160 and 193 in addition to electives and independent study.

The Minor: The eighteen units of work should include Speech 1, 2, 3, 4 and may include 6 and 40 as well as six or more units of upper division speech.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
English 25 (4)	English 26 (3)	Eng. 27 or 28 or Pol. Sci. 15 (3 or 4)	Pol. Sci. 15 or Eng. 27 or 28 (4 or 3)
History (3)	History (3)	Science 11 (3)	Science (3)
Relig. Stud. 20 or Phil. 10 (3)	Language (4)	Language, if needed (4)	Relig. Stud. (3)
Language (4)	Speech 2 (2)	Speech 3 (2)	Speech 4 (2)
Speech 1 (2)	Relig. Stud. 20 or Phil. 10 (3)	Speech 40 (3)	Speech 6 (1)
	Elective (2)		Phil. 60 (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
	Religious Studies,	either year (3)	
Speech 100 (3)	Speech 130 (3)	Speech 106, 150 (4)	Speech 160 (3)
Speech 120 (3)	Speech 140 (3)	Speech 199 (1-3)	Speech 193 (3)
Science 13 (3)	Minor and electives (6)	Minor and electives (9)	Minor and electives (6)
Minor and electives (7)	Phil. 130 (3)		Phil. selective (3)

1—Fundamentals (2)

The fundamental principles of speech will be considered. Vocal communication, critical listening, speech preparation, and delivery are practiced.

2—Articulation and Oral Reading (2)

Isolated General American sounds and pronunciation will be treated. Prose, poetry and dialogue will be read. (Spring, every year.)

3—Argumentation and Debate (2)

Methods and techniques of gathering and organizing evidence to be used as proof will be studied. Practice in both informal and formal debate. (Fall, 1971.)

4—Semantics and Communication (2)

A study of language. Words and their relationship to things will be considered. Symbol and signs: how we use them to communicate. (Spring, 1972.)

5—Speech Clinic (2)

For foreign students who need speech assistance, the hard of hearing, and students with speech problems. (By arrangement with instructor.)

6—Debate Workshop (1)

Credit for participation in debate and forensic activity. (Credit limited to four units.)

40—Radio Speaking (3)

Techniques, equipment, terminology are studied. A closed circuit radio station is utilized. (Prerequisite: Speech 1 and 2 or consent of instructor.)

100—Public Speaking (3)

Advanced speech study, composition, and delivery will be offered. (Fall, 1972.)

106—Debate Workshop (1)

Credit for participation in debate and forensic activity. (Credit limited to four units.)

120—Voice and Diction

Advanced study of speech sounds, phonation, articulation, and methods and techniques of obtaining vocal quality and vocal variety. (Spring, 1972.)

130—Public Address (3)

The study of historical and contemporary speeches and speakers, including the social influence as well as the methods and techniques. (Fall, 1971.)

140—Advanced Radio (3)

Planning, preparing, and presenting on campus and off campus radio programs. (Prerequisite: Speech 40 and consent of instructor.)

150—Organized Methods of Discussion (3)

Study and practice at organized methods of group discussion. Emphasis on group dynamics and contemporary issues. (Fall, 1971.)

160—Advanced Oral Interpretation (3)

Interpretation of prose, poetry, and dramatic dialogue. (Spring, 1972.)

180—Speech for Teachers (3)

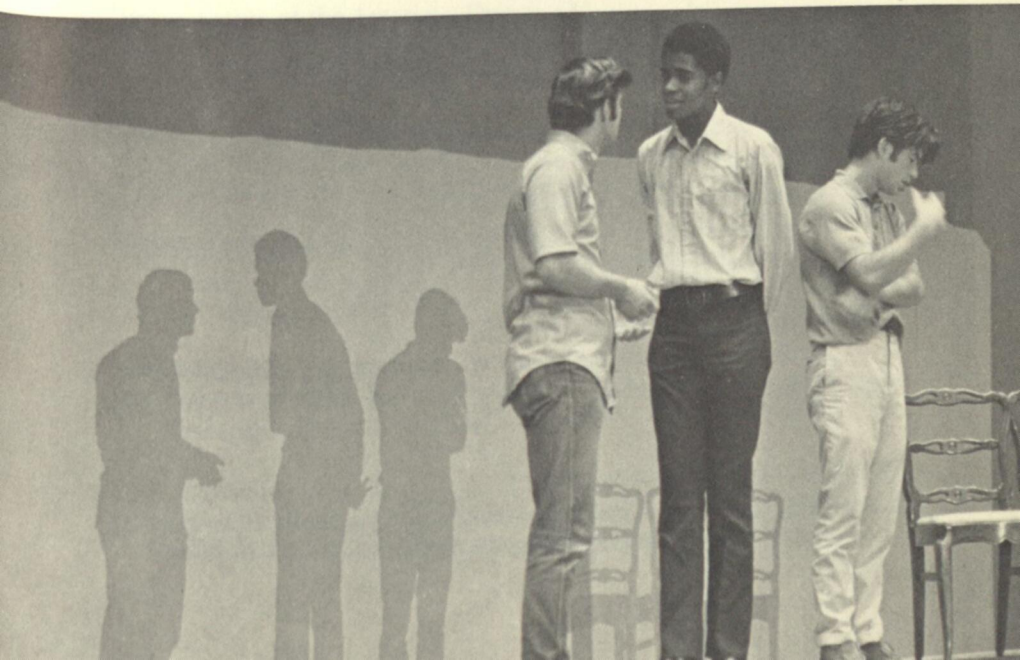
An in-depth consideration of the variety of communicative methods, techniques, and equipment that may be used by the classroom teacher to assist him and his students. For all levels of classroom teaching. (Spring, 1973.)

193—Speech and Language Development (3)

Survey of speech disorders, including problems of delayed and retarded language, impaired articulation, stuttering, and speech difficulties of brain-damaged, retarded, and hard-of-hearing children. Specific suggestions for aiding speech improvement in the classroom are included. (Spring, every year.)

199—Independent Study (2 or 3)

For mature students (with consent of instructor).





THEATRE ARTS

Kathleen Zaworski, M.A.

Steven T. Howell, M.F.A. Cand.

The Minor: The eighteen units should include Theatre 11A-11B, which are prerequisites for upper division work in Theatre Arts. Theatre 50 is also required for the minor.

All students enrolled in theatre arts classes crew during productions.

11A—Introduction to the Visual Arts (3)

A creative approach to the artistic, theatrical, and cinematic aspects of visual communication. (Fall, every year.)

11B—Introduction to Theatre Arts (3)

A selective survey of the history of the theatre, production methods, types and structure of drama, with critical analysis of plays and their contemporary influence. (Spring, every year.)

30A-30B—Acting Workshop (3-3)

Exercises, improvisations for creation of character; techniques of ensemble acting in preparation for performance. (1971-1972.)

- 50—**Stagecraft (3)**
A lab with emphasis upon the practical aspect of set design. (Fall, every year.)
- 70—**Fundamentals of Costume (3)**
The historical and aesthetic aspects of design as applied to the design and construction of costume. (Fall, 1972.)
- 101-102—**Film Analysis (1-1)**
See Communication Arts 101-102. (Every year.)
- 120—**Lighting (3)**
The aesthetics and practicalities of stage lighting. (Fall, 1971.)
- 130—**Advanced Oral Interpretation (3)**
See Speech 160. Interpretation of prose, poetry and dramatic dialogue. (Spring, 1972.)
- 140—**Scene Design (3)**
The values of the play as interpreted in design. (Spring, 1972.)
- 155A-155B—**Theatre Workshop (3-3)**
Production techniques in theatre involving the mounting of scenes and one-act plays. (1972-1973.)
- 160A-160B—**History of the Theatre (3-3)**
A reading of plays and an analysis of their production from Aeschylus to Ibsen. (1971-1972.)
- 168—**History of the American Theatre (3)**
A study of the theatrical phenomena in the United States as an integral part of American culture. (Fall, 1972.)
- 169—**Contemporary Theatre (3)**
See English 166. A study of contemporary plays and the forces which contribute to their development. (Spring, 1973.)
- 176—**Playwriting Workshop (3)**
Study of the theories and techniques of dramas, and the writing of original plays for theatre, film, and television. (Spring, 1972.)
- 180—**Dramatic Criticism (3)**
A survey of significant theatre critics and works that inspired their writings. (Fall, 1971.)
- 190—**Directing (2 or 3)**
By arrangement. For particularly qualified, mature, and well-trained theatre students. (With permission of instructor.)

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*On sabbatical leave, spring semester, 1972

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Sister Catherine McShane

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Professor of History*

*On sabbatical leave, spring semester, 1972

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Director of IntramuralsJohn Cunningham, B.S. - - - - - Assistant Director Athletics
Head Baseball Coach
Freshman Basketball Coach

Bernie Bickerstaff, B.A. - - - - - Head Basketball Coach

Curt Spanis, Ph.D. - - - - - Tennis Coach

John Wilson - - - - - Golf Coach

Willie Moore - - - - - Trainer

ACCREDITED LIST OF MUSIC TEACHERS

Voice:	Charlotte Bond Aldrich, Mus.B.
	Emma Small, M.Mus.
	Alan Pitt, B.A.
Piano:	John Garvey, M.Mus.
	Florence Stevenson
Organ:	Howard Donald Small, M.Mus.
Double Bass:	Frank Sokol
Flute:	Frederick Baker, M.Mus.
Oboe:	Earl Schuster, M.Mus.
Clarinet:	Daniel Magnusson, M.Mus.
Bassoon:	Raymond E. Smith, M.A.
Trumpet:	David Greeno, M.Mus.
Trombone:	Arthur Avery, M.A.
Percussion:	James Hoffmon, B.A.

HONORARY DEGREES

- 1959 Richard M. Nixon, LL.D.
- 1961 Edmund G. Brown, LL.D.
John J. Irwin, LL.D.
- 1962 Murray D. Goodrich, LL.D.
- 1963 Edward R. Annis, D.Sc.
Earl C. Bolton, LL.D.
- 1964 Herbert F. York, LL.D.
- 1965 Sister Mary William I.H.M., LL.D.
Captain E. Robert Anderson, U.S.N. (Ret.), LL.D.
Major General Bruno A. Hochmuth, USMC, LL.D.
- 1966 John S. Alessio, LL.D.
Right Reverend Monsignor Louis J. Risha, LL.D.
- 1967 John V. Naish, D.Sc.
Graydon Hoffman, LL.D.
- 1968 Malcolm Andrews Love, LL.D.
- 1969 Lt. Col. William A. Anders, USAF, D.Sc.
- 1970 Maurice H. Stans, LL.D.
Lt. Gen. Victor H. Krulak, USMC (Ret.), LL.D.
- 1971 Monsignor John E. Baer, LL.D.
Monsignor Alfred F. Horrigan, LL.D.
Sister Nancy Morris, R.S.C.J., LL.D.

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USD

DAY

ACADEMICS

EVENTS • TIMES

ACADEMICS DAY

February 24, 1972

Welcome to Academics Day. You are now part of a great experiment, an experiment in learning, communicating and growing. Make the best of this day, for the future of U.S.D., the people gathered here, and your future will be somewhat shaped by what happens today.

I would like to thank President Hughes, Sister Furay, Dr. Martin, Sara Fynn of the administration, Dr. Ernest Morin of the faculty, and Barry Lyons and Mike Fisher of the A.S.B. for all the help and cooperation that made this day possible.

Gary W. Schons
Secretary of Academics

SCHEDULE OF THE DAY

9:30 - 10:45.....General Session.....Camino Theater
11:00 - 12:00.....Departmental Meetings...Listed by major on opposite
page
12:00 - 1:00.....Lunch.....Cafeteria & Patio
1:00 - 2:30.....Roundtable Discussions....Listed by major on opposite
page
3:00 - 4:00.....Debate on the Philosophy of Education...DeSales Auditorium
8:00 p.m.....Synesthesia.....Student Union

Departmental Meetings

APT.....F-115	MATHEMATICS.....C-166
BIOLOGY.....S-232	MUSIC.....C-120
BUSINESS/ECONOMICS/ACCOUNTING.....D-229	PHILOSOPHY.....D-226
CHEMISTRY.....C-163	PHYSICS.....C-164
EDUCATION.....C-161	POLITICAL SCIENCE.....S-238
FRENCH.....F-117	PSYCHOLOGY.....S-226
ENGLISH.....C-100	SOCIOLOGY.....S-234
HISTORY.....S-227	SPANISH.....C-172
SPEECH.....C-181	

Roundtable Discussions

Academic Finances.	Where the money goes, where it comes from and how we can head off spiraling costs?
C-165	
Advisory Programs.	Confronted with the fact that the B.A. or B.S. are no longer sufficient to compete for jobs, what is and can the University do to better prepare its students for admission to and completion of professional and graduate schools? Course counseling, preprofessional programs, vocational guidance.
C-172	
Curricular Development	Where is U.S.D. going in the academic field? How can students become involved in curricular change? New programs, the mechanics of change and improvement, why we are where we are.
C-100	
The General Education Program.	An examination of the philosophy behind the program. Problems and possible changes.
A. Science-Math	
C-160	
B. Philosophy	
C-150	
C. Languages	
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D. Religion	
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